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ABSTRACT

This curriculum resource guide on ornamental horticulture is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative, and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for occupations such as advanced landscape gardener's helper, beginning landscape gardener's helper, flower cutter, forklift operator, greenhouse worker, nurseryman's helper, nursery porter, nursery worker, and stock handler. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included as a part of each job module are appropriate personal appearance topics. (LRA)

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Ornamental Horticulture

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CE 021 524

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FOREWORD

This book, one of a series of 17, was written and published in partial fulfillment of a long-standing commitment of the Board of Cooperative Educational Services of Nassau County — that is, to make occupational education available to any County resident who seeks it. The material in its pages should open a door that formerly was barely ajar.

For handicapped youth and adults, access to occupational education historically has been blocked — or at best, difficult. In recent years, however, the Nassau BOCES has sought to remove the traditional barriers. It has incorporated occupational and pre-occupational training elements into its special education programs. It has enrolled these pupils directly in its occupational education programs for the non-handicapped. And it has created new occupational education programs for students with special needs where none before existed.

This book, then, carries that effort a step further. It provides the teacher of occupational subjects with a new and different instructional tool — a tool particularly useful in the task of extending new educational opportunities to this population.

Through the use of this instrument, that task should be easier, the results more effective. And the handicapped student of whatever age should reap a benefit in the form of an additional degree of independence that his/her learning makes possible.

William T. Callahan
Executive Officer
Board of Cooperative Educational
Services of Nassau County

PREFACE

Students with special educational requirements form one of the most important challenges to public education.

Recently, education for the so-called special education or special needs student has been expanded to include intensive occupational education programming, recognizing that many, if not all, persons are employable and can be economically self-sufficient. The special needs individual who is capable, because of his preparation, of entering the work force, whether as a totally independent person or one whose occupational training can be used only under some form of sheltered situation, is an asset and a positive force in society.

As a result of a compelling need for relevant specialized occupational education curricula for these newly identified populations, Nassau BOCES submitted a curriculum development proposal to the State Education Department of New York State, which was subsequently funded through Public Law 90-576.

The proposal was directed to the development of 17 specialized curricula, focusing on occupational education for the marginal, handicapped or special needs occupational education student.

Three curriculum developers, assisted by a host of occupational and special education teachers, the Nassau BOCES Division of Research and Development, inputs from more than 400 industries, and representatives of the State Education Department, were involved in this effort. The occupational education curriculum development team observed the populations referred to in a variety of BOCES special and occupational education programs. The tasks the students performed, and the skills they displayed, were noted. In this way, and through coordinative involvement with occupational and special education teachers, the team became aware of the needs, as well as the capabilities, of the students as they related to potential job performance. The team then visited appropriate businesses and industries within the County to analyze skills needed in actual entry-level jobs. They also identified appropriate basic entry-level jobs within each major occupational field.

Based on data collected from all field observations, occupational education specialists were engaged to write suggested learning tasks. These were organized with other materials relating to job behavior and attitude, and constitute this Curriculum Guide.

In order to provide a comprehensive view of the entire series, a separate compendium of the tables of contents of all 17 books has been prepared. The titles of these books appear on page xvi. This compendium is available on request from Nassau BOCES.

The job titles selected for each guide are not meant to limit the future of any student. Rather, whenever appropriate, students should be prepared for a variety of entry-level positions within an occupation. If possible, all pupils should be made familiar with a variety of occupational situations that demand identical skills, and yet are representative of advanced opportunities in the world of work.

This Curriculum Resource Guide was made possible through the cooperation and support of BOCES administrators, guidance counselors, work experience coordinators, placement counselors, teachers from both our special education and occupational education divisions, research and development staff, and managerial personnel, plant foremen and employees from business and industry who provided materials and information, along with suggestions and recommendations.

We additionally wish to thank BOCES Technical Support Services for printing this series.

To those persons listed on the acknowledgment page who contributed directly to the text, and to the many others cited, we express our sincere appreciation.

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DESIGN OF THE SERIES

In order to allow teacher (T) and student (S) as many options as possible, this entire curriculum series of 17 books is designed in a modular system; that is, basic tasks and behaviors as they occur in a given occupation or as they apply to several occupations, are grouped. The Job Module defines the technical skills and activities required in a particular entry-level job station. Within each job module are Instructional Topics which define the basic skills required in the job station work setting. A table of contents for this book follows at the end of this section, so that supervisors of occupational programs may determine alternate selections of occupational choices for students, as necessary.

Note: Any topic that deals with measurement that may require conversion to metric is flagged Mm in the table of contents.

Likewise, a modular approach is used for "survival," or job-required behavior skills, common to all employment. A series of Behavioral Instructional Topics appears at the front of every book.

JOB-REQUIRED BEHAVIORS

TOPIC: Identifying Oneself to Strangers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:
Stranger: Hello young man. . .Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role Play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

At the conclusion of this section are a series of Behavioral Clusters and the appropriate behavioral instructional topics that support each cluster. The teacher may thus develop a plan which combines the use of technical skill and behavioral instructional topics as required by the particular job. Further, if the teacher finds that the student is deficient in a behavioral cluster, he/she may utilize one or more of the related behavioral instructional topics as remedial tools.

CLUSTERS

I Accuracy and Productivity	
Keeping Busy During Slow Periods	B4
Relationship with Supervisors	B11
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Safely	B25
Working Under Pressure	B27
II Initiative and Perseverance on the Job	
Getting to School and/or Work	B1
Identifying Oneself to Strangers	B2
Keeping Busy During Slow Periods	B4
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Alone	B20
Working in Crowded Areas	B21
Working in Public Areas	B23
Working Under Pressure	B27

The Job Description begins each module, telling WHAT student does; WHO student works with; HOW student is supervised; WHERE student works. Additionally, it sometimes includes unique requirements of the job such as physical strength, exceptional personal neatness or the wearing of a uniform. Job stations for each curriculum guide have been classified alphabetically, because often no rank order of difficulty can be established for these populations, for whom individual differences and desire to achieve a place in the world of work, may cause substantial diversity in performance.

JOB DESCRIPTION **COSMETICS ASSEMBLY-LINE WORKER**

A Cosmetics Assembly-Line Worker

- performs the following major tasks:
    - works with conveyor belts
    - handles labeling machines
    - works with glass bottles and jars
- works usually alongside and in coordination with other workers
- works under periodic supervision
- works in a large, well-illuminated factory-type area; may sit or stand at job station

Appropriate Instructional Topics appear in each job module. Each topic is separated by double lines. Topics have been arranged in logical task presentation and serve as the basic units of instruction. The Suggested Instructional Activities are the means used by the teacher to permit each student to gain mastery of the instructional topic. The specific topic names appear at the left, and the job module titles at the right.

TOPIC: Working with Labeling Machines (cont.) **COSMETICS ASSEMBLY-LINE WORKER**

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate hand-stamping labeling machine and automatic labeling machine by (1) setting labeling designations, (2) inking stamping plates, (3) labeling merchandise with hand-stamping machine, or producing adhering labels and stamping them on merchandise with automatic labeling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Glass Bottles and Jars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that glass bottles and jars must be handled carefully to avoid breaking or chipping them and that a cardboard or similar divider must be provided to separate them.

S selects a variety of glass bottles and jars from stock room.

S sorts bottles and jars by size and selects cartons of appropriate sizes into which to place them.

Many of the instructional activities also point up specific Safety Considerations.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

A complete Performance Objective appears at the end of each topic. The objective clearly specifies the observable behaviors which the student will learn and demonstrate as a result of the lesson of instruction, and the conditions under which he/she will perform it.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle glass bottles and jars safely, (2) place them in cartons properly, and (3) pick up and sweep up glass fragments. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

Also included as part of each job module are appropriate personal appearance topics.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines

COSMETICS ASSEMBLY-LINE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

The teacher will be expected to identify and obtain the materials necessary for implementation of the instructional topics.

The teacher is further encouraged to expand the scope of suggested instructional activities presented herein, to include his/her most imaginative teaching methods, student application activity and student evaluation procedures, for the most effective presentation of the lesson.

In the final analysis, nothing can replace the knowledge and the expertise of the teacher in the particular skill being taught.

The teacher is urged to regard the module as a resource rather than a prescription for the exact method of teaching a lesson. A teacher's own professional understanding of the subject and of individual students will enable him/her to adopt appropriate methods for teaching the module content and helping each student to develop the indicated skill. The teacher's familiarity with the occupation will enable him/her to teach appropriate job behaviors and technical skills together, giving the student a more realistic sense of the world of work.

The success of the special education student in a program of occupational education will be largely dependent on the ability of the student to be adaptable to a variety of occupational situations. Learning the skills of several job modules would greatly increase his employability and options. The teacher should, therefore, regard this curriculum series as a guide toward providing the special education student with occupational education most suited to his/her learning disabilities, interests and capabilities. All students will thereby be permitted to advance to their greatest employable potential.

The following job-required clusters of behaviors have been derived: Accuracy and Productivity, Initiative and Perseverance on the Job, Positive Response to Direction and Supervision, Regularity and Punctuality, Self-Reliance and Reliability, and Work Tolerance. If the teacher finds that one or more of his/her students has a deficit in one of these behavioral clusters, he/she should refer to Behavioral Clusters and Their Related Behavioral Topics which appear on the following pages. The general job-required behaviors, preceded by roman numerals I-VI, are listed, along with their supporting topics of instruction.

BEHAVIORAL CLUSTERS AND THEIR RELATED BEHAVIORAL INSTRUCTIONAL TOPICS

I Accuracy and Productivity
  - Keeping Busy During Slow Periods B4
  - Relationship with Supervisors B11
  - Reporting to Supervisor or Person in Charge B13
  - Sitting or Standing for Long Periods of Time B16
  - Working Safely B25
  - Working Under Pressure B27

II Initiative and Perseverance on the Job
  - Getting to School and/or Work B1
  - Identifying Oneself to Strangers B2
  - Keeping Busy During Slow Periods B4
  - Reporting to Supervisor or Person in Charge B13
  - Sitting or Standing for Long Periods of Time B16
  - Working Alone B20
  - Working in Crowded Areas B21
  - Working in Public Areas B23
  - Working Under Pressure B27

III Positive Response to Direction and Supervision
  - Relationship with Customers B9
  - Relationship with Supervisors B11
  - Reporting to Supervisor or Person in Charge B13

IV Regularity and Punctuality
  - Getting to School and/or Work B1
  - Punctuality B5

V Self-Reliance and Reliability
- Getting to School and/or Work B1
- Identifying Oneself to Strangers B2
- Punctuality B5
- Relationship with Co-workers B7
- Reporting to Supervisor or Person in Charge B13
- Riding in Elevators B14
- Riding on Escalators B15
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Safely B25
- Working Under Pressure B27

VI Work Tolerance
- Keeping Busy During Slow Periods B4
- Relationship with Co-workers B7
- Relationship with Customers B9
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Under Pressure B27

Books in this series include:

- Automotive Maintenance
- Body and Fender Repair
- Building Maintenance
- Building Trades
- Distributive Services
- Electronic Assembly
- Floriculture
- Food Services
- Graphics
- Mechanical Assembly
- Office Services
- Ornamental Horticulture
- Packaging
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108 Mm Moving Heavily Loaded Dollies and Carts
109 Loading and Unloading Wheelbarrows
110 Moving Heavily Loaded Wheelbarrows
111 Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas

TOPIC: Getting to School and/or Work

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T makes a transportation list to aid his discussion of how each S gets to school and/or work and S's available alternate means of transportation.

T leads a discussion covering the following points:

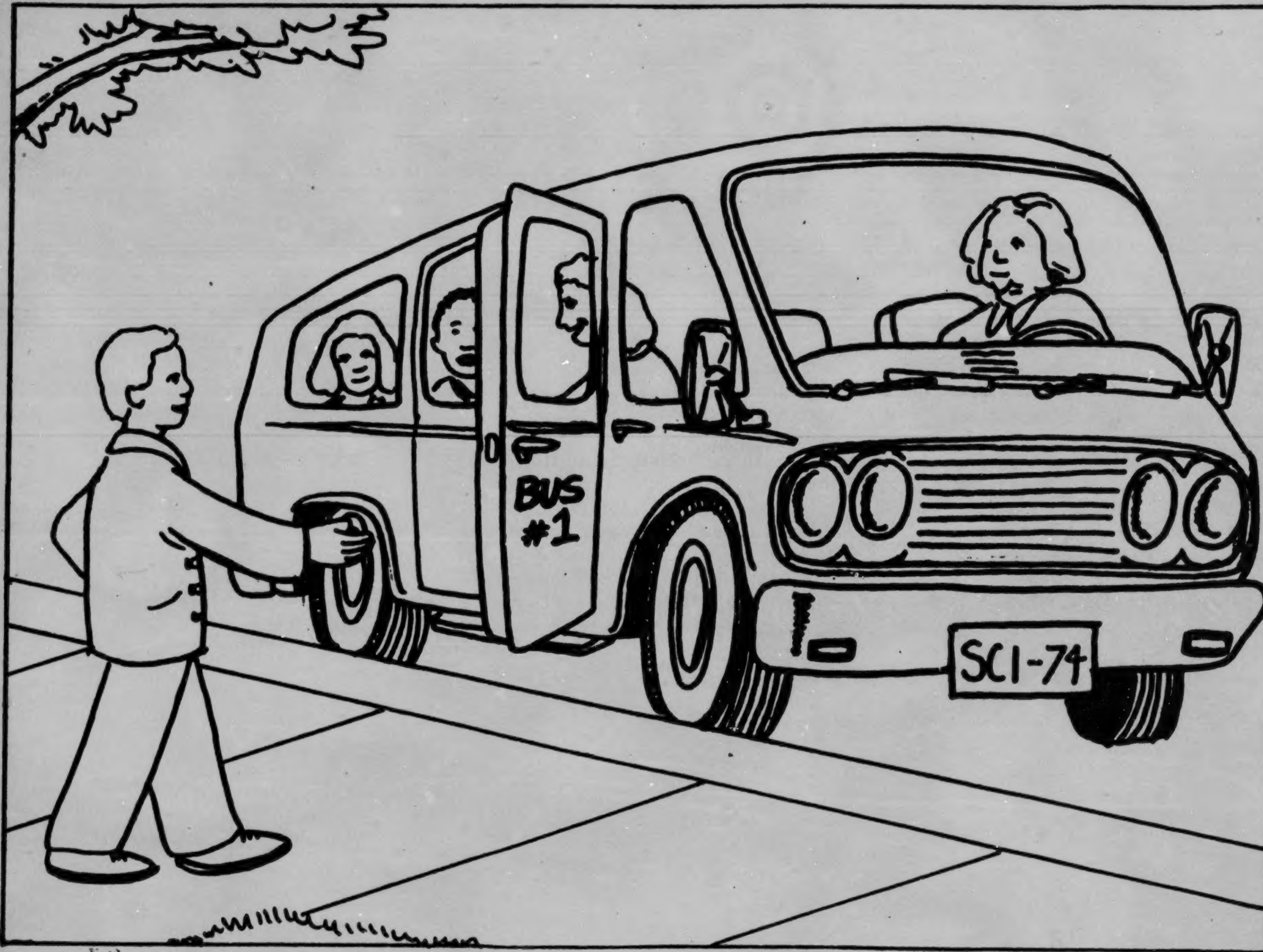
- S's means of getting to school and/or work
  Does S travel by bus alone? Does S arrive by bus with supervised group? Does S walk to school accompanied by others?
- S's personal experiences of getting to school and/or work
- reason for wanting to get to school and/or work
- similarity or difference of getting to school and/or work

T leads a discussion of alternate means of transportation for getting to school and/or work in inclement weather or under unforeseen circumstances.

T questions each S individually about alternate means of travel and clarifies S's regular and alternate means of travel.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to arrive at school and/or work regularly, independent of weather conditions or unforeseen circumstances.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


BUS
#1
SCI-74

TOPIC: Identifying Oneself to Strangers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger : Hello young man... Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

Role Play #3: Before beginning this role play of giving one's address to another person, T determines that each S either knows his address or carries a card with his name, address and telephone number. T role plays a stranger and asks a S his name, then questions S about his address, and also role plays a S who gives his name to a stranger and then shows his address card.

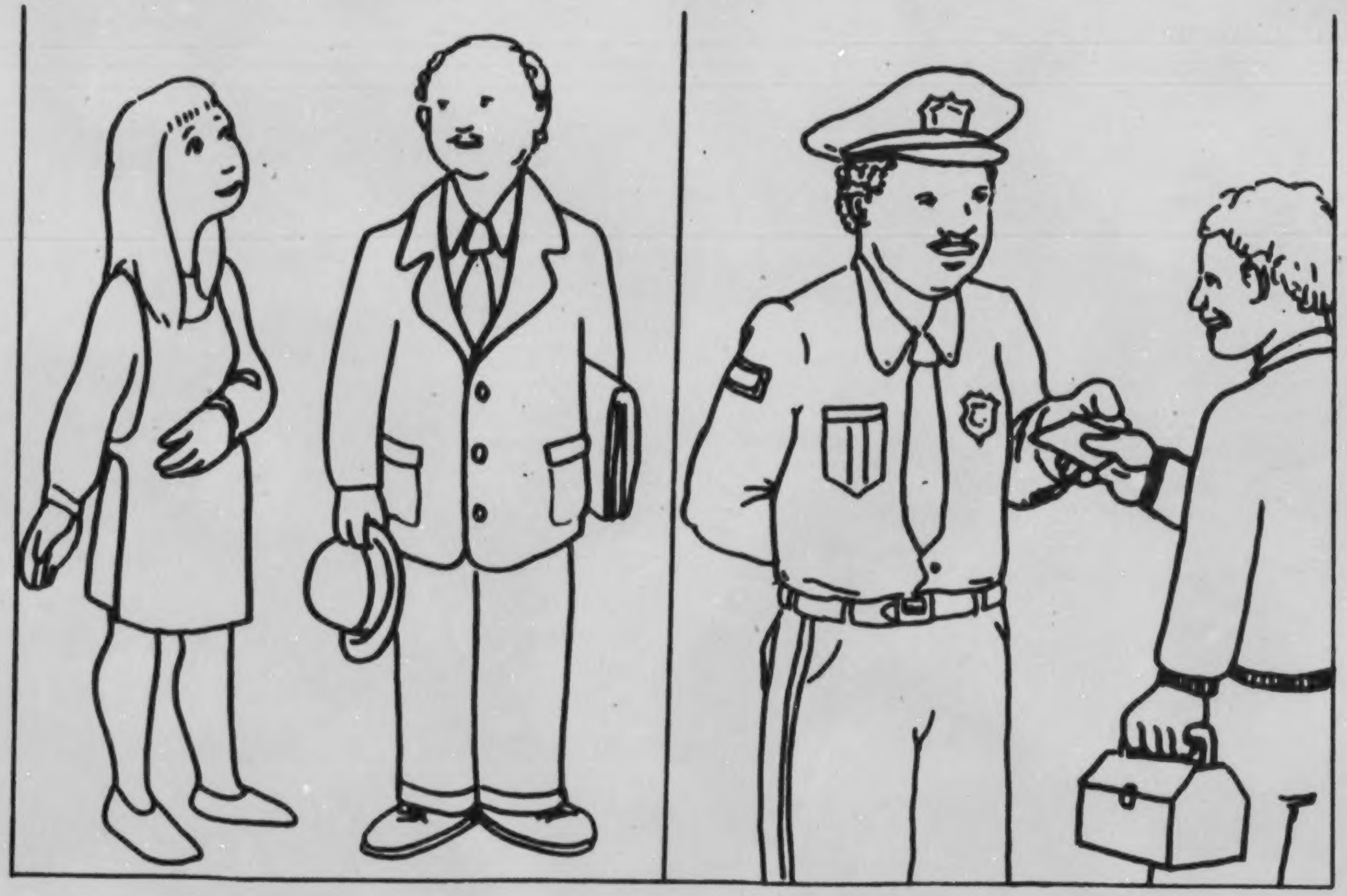
T directs discussion to elicit comments on giving one's name and showing one's address card. T then has Ss show their cards and elicits comments from those who know their address but don't have cards. These comments should lead into the next role play.

Role Play #4: T structures a role play of telling a stranger one's name and address. After all Ss capable of telling their address have practiced, T continues the role play, varying the performance of the card-carrying and verbalizing Ss.

TOPIC: Identifying Oneself to Strangers (cont.) **JOB-REQUIRED BEHAVIORS**

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) say his name intelligibly and (2) either tell his address or exhibit an identification card.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



SUGGESTED INSTRUCTIONAL ACTIVITIES:

T assigns each S a task, purposely giving heavier work loads to some. T observes Ss unobtrusively and watches for those who finish first and waits for those who finish last.

T asks Ss why some took longer than others, directing discussion to have Ss discover that difference in work loads is the reason.

T asks Ss how the job could have been finished sooner. Ss should realize at end of discussion that, when finished ahead of others, they should seek supervisor's direction and help those who have not yet completed their tasks.

T asks Ss to explain why a worker gets paid, directing discussion to reveal phrases about importance of being as productive as possible and of doing a good job. T then asks Ss what a worker should do when finished with an assigned task.

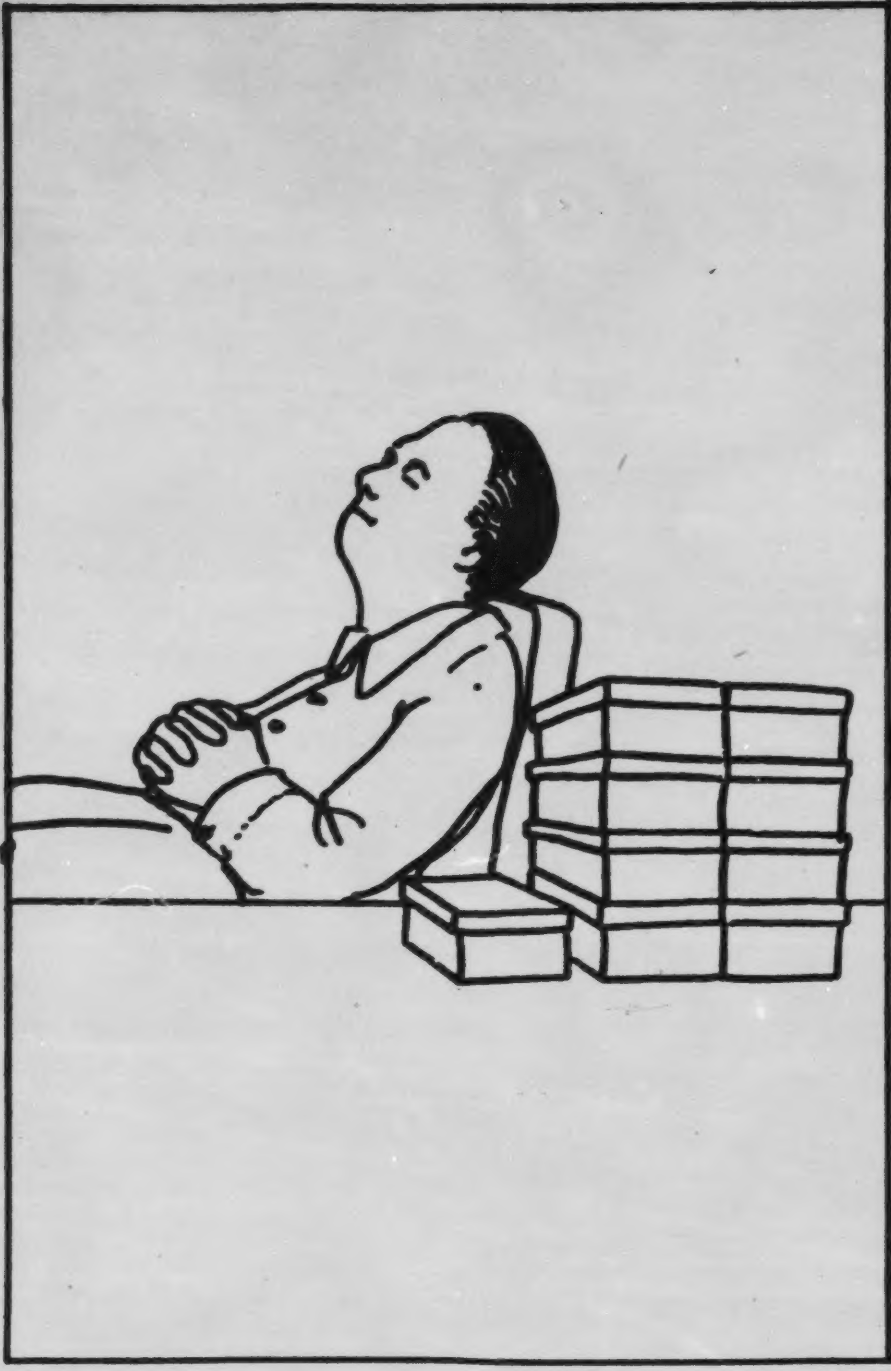
T elicits from Ss the information that worker should report to supervisor for a new assignment. Also, worker can ask permission to help co-worker who has heavier work load.

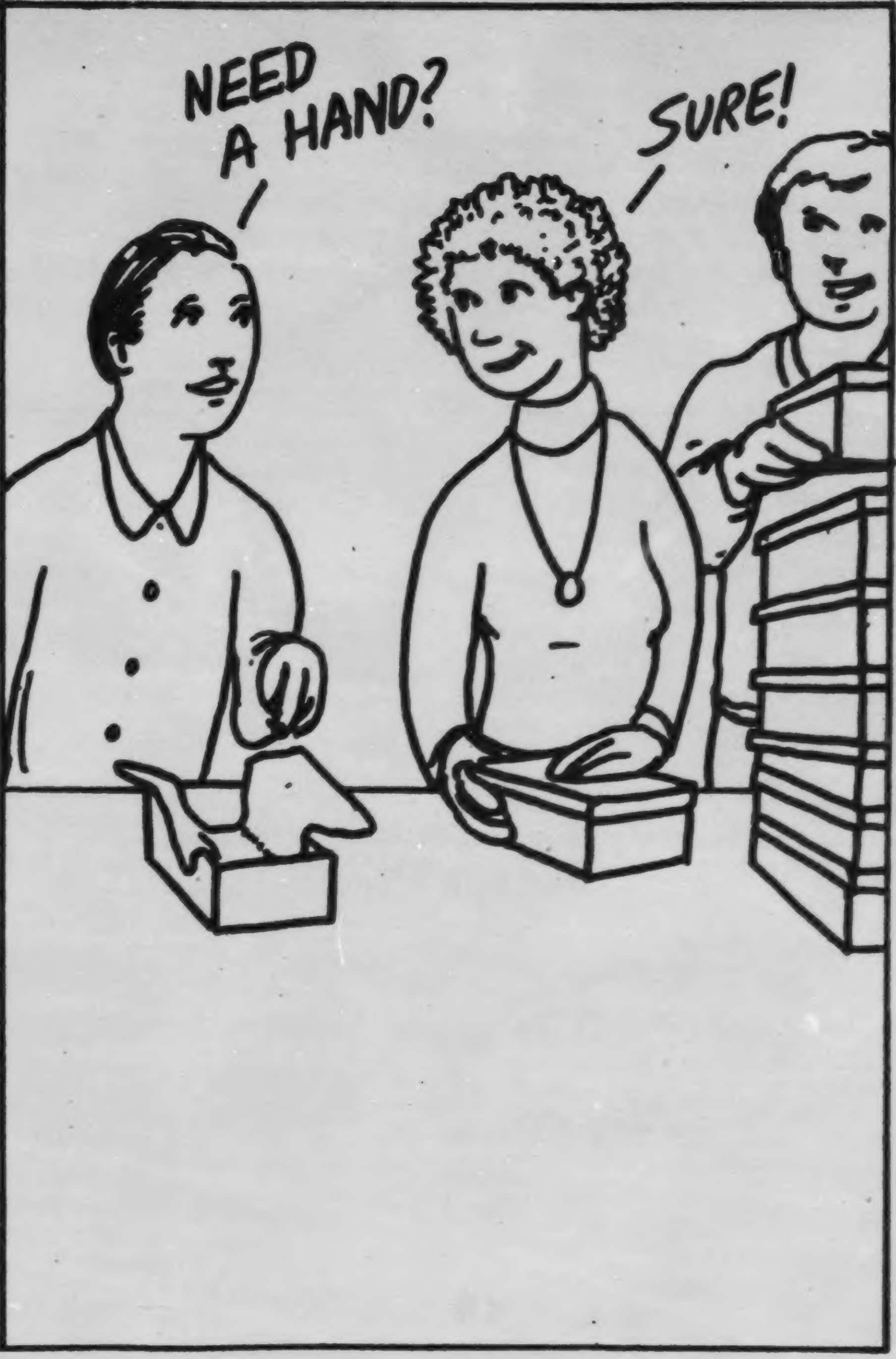
T outlines simple work situation, comparing busy, cooperative worker with one who is idle, and asks Ss which one will be employed longer.

T repeats learning sequence by randomly assigning unequal tasks, by observing Ss behavior and by having Ss discuss their feelings and thoughts about keeping busy during slow periods.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) keep busy, (2) ask supervisor for additional work after finishing assigned task, and (3) assist others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.





NEED A HAND?
SURE!

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows picture of people at work in a given trade. Ss identify activities.

T asks Ss why people work and encourages Ss during discussion to develop definition of a "working day."

T, comparing school hours to a working day, talks of importance of arriving punctually at school and after taking classroom breaks or lunch breaks, and asks for comparison between class hours and hours on a job.

T asks Ss to relate why it is important for workers to arrive on time, directing discussion to such words as "dependability," "good worker," "cooperation."

Role Play #1: T, with three Ss (S1, S2, S3), sets up simple task, requiring each S to do his share. T, after a short time, suggests that S2 leave activity. S1 and S3 must then complete task.

T asks class how others are affected by a tardy or frequently absent worker. T directs discussion in order that Ss understand that two workers must work harder to complete task assigned to three.

T questions class as to why when there is less work to do, one worker will retain his job while another will be fired.

T asks class about what a worker should do when he must be absent or will be late getting to work. T elicits from Ss remarks about importance of telephoning company.

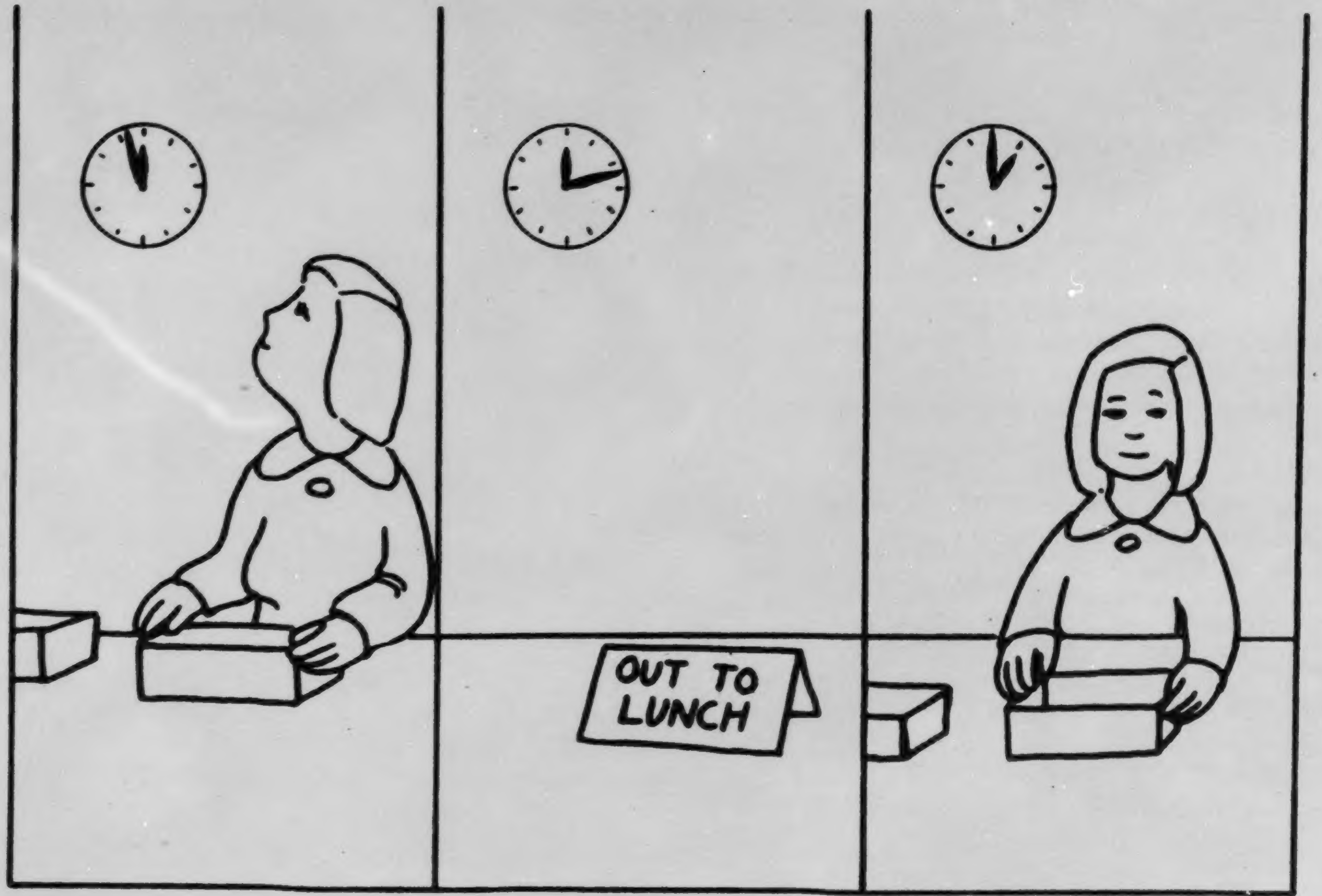
Role Play #2: T, using teletrainer unit and assigning a S to each role, sets up the following situation: worker calls in and explains why he will be late or absent; supervisor asks how late worker will be or when he will be able to return to work. T suggests proper phrasing and repeats exercise. Ss take turns playing different roles.

TOPIC: Punctuality (cont.)

JOB-REQUIRED BEHAVIORS

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) arrive on time, (2) return from breaks on time, (3) return from lunch on time, (4) return from assigned tasks without wasting time, and (5) call in when sick or late.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Relationship with Co-workers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T performs a three-part task, illustrating and emphasizing relationship of each part to whole task.

T initiates a discussion of Ss' experience with team work.

T assigns three-part task to three Ss (S1, S2, S3). T instructs S1 to complete only his part of task. Task passes to S2, and then to S3. Remainder of class observes.

T, when assignment is completed, initiates discussion among observers to evoke reaction of team to such terms as "blame," "tattle," "sulkiness." T corrects as reactions occur.

T demonstrates correct way in which team should work, performing S1's part for a short time, then S2's and then S3's.

Ss repeat routine until cooperation occurs.

T explains to Ss necessity of performing individually assigned tasks, regardless of co-worker's assignment.

Three Ss are assigned separate functions; T observes reactions as one S finishes before others.

T, when task is completed, initiates discussion among class to elicit comments about S's behavior--who finished first, second or third. T observes individual's reaction to discussion and corrects as necessary.

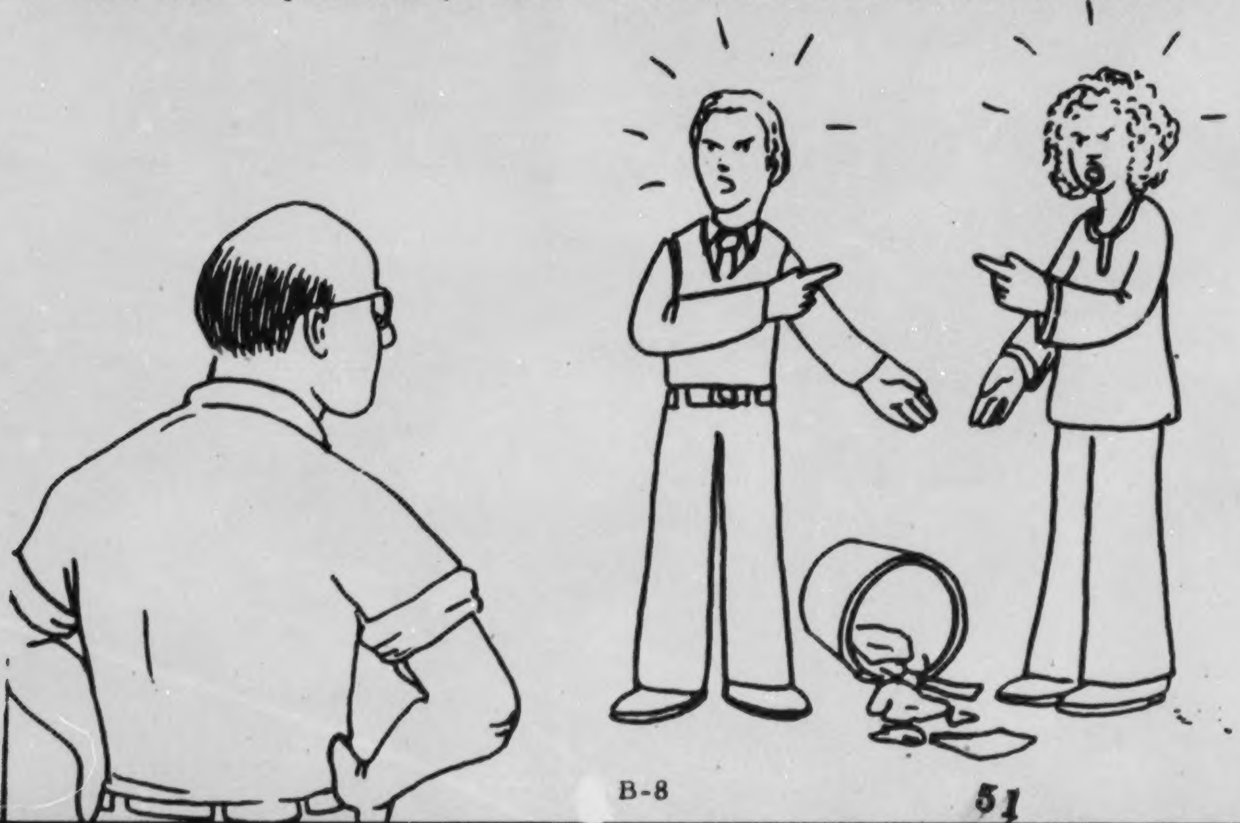
T stresses necessity of performing each assigned task industriously, without unnecessary conversation. T also impresses upon Ss the need to report to supervisor when finished.

T instructs Ss how to communicate and behave with co-workers in work situation. T encourages Ss to participate in role playing. T observes and corrects Ss' performances.

T encourages Ss to suggest how to communicate and cooperate in interpersonal relationships.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work (1) individually and (2) cooperatively in a team as directed, (3) without excessive talking, and (4) without sulking, blaming or tattling.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Relationship with Customers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of occupational situations which depict relationship of customers to salesperson, or customers to other service personnel. T asks for identification of roles in each picture and elicits definition of the term "customer" from Ss.

T evokes information from Ss regarding customers' needs, function of worker serving customers, and manner in which worker provides service.

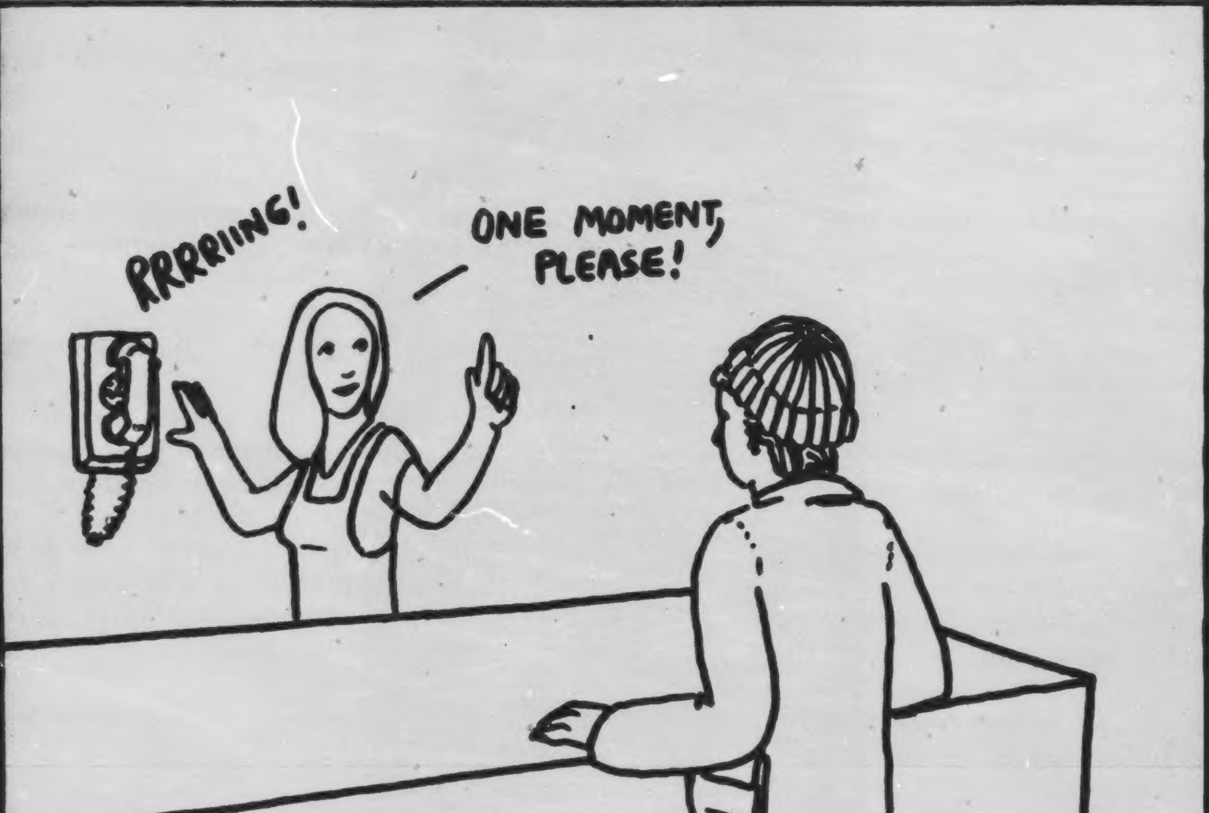
T directs discussion to point out that a business cannot proper unless customers purchase services or goods. Ss, during discussion, also perceive why customers prefer one place to another.

Role Play #1: T asks Ss to role play service personnel, while T plays customer. Remainder of class observes. Suggestions for improvement of service are solicited by T from Ss and corrections are made. T reverses roles: T becomes service person and Ss take roles of customers. Finally, Ss play both customer and worker role.

T discusses with Ss how service personnel should greet customers, answer their questions, direct them to other service workers, or ask them to wait.

Role Play #2: T and Ss role play a situation in which the customer comes into the store and asks a clerk for "Mr. Jones," the manager. The customer is told to wait a few minutes and is asked to sit down. T plays clerk and S plays customer. Remainder of class observes. The role is replayed by all the Ss. After each role play, T discusses and criticizes with class participants' performance of target behavior.

In further discussions, Ss perceive that correct telephone manners play an important role in sound customer and service personnel relations.


PRRRIING!
ONE MOMENT, PLEASE!

B9-1

TOPIC: Relationship with Customers (cont.)

T assigns Ss to a work station from which Ss must assist entering customers. T, after observing Ss' performances, determines which role play to choose for further learning and practice situations.

Role Play #3: Using teletrainer unit, T outlines a simple activity, such as a customer calling for information. Ss act out situation, using proper greetings or responding as required. T stresses importance of articulate speech and mature behavior. T rotates exercise so that all Ss have a chance to participate.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) greet a customer, (2) identify his needs, (3) assist him as required, or (4) refer him to another service worker.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Supervisors

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T outlines simple work situation in which classroom is used as work setting. T assigns a pair of Ss to each work station. T plays role of supervisor, Ss play workers. Remainder of class observes.

T elicits from Ss definitions of "supervisor's" and "worker's" roles and relationship.

T repeats role play with each pair of Ss.

Role Play #2: T, as supervisor, assigns short-term, separate tasks to first pair of Ss. Class observes workers' responses and actions.

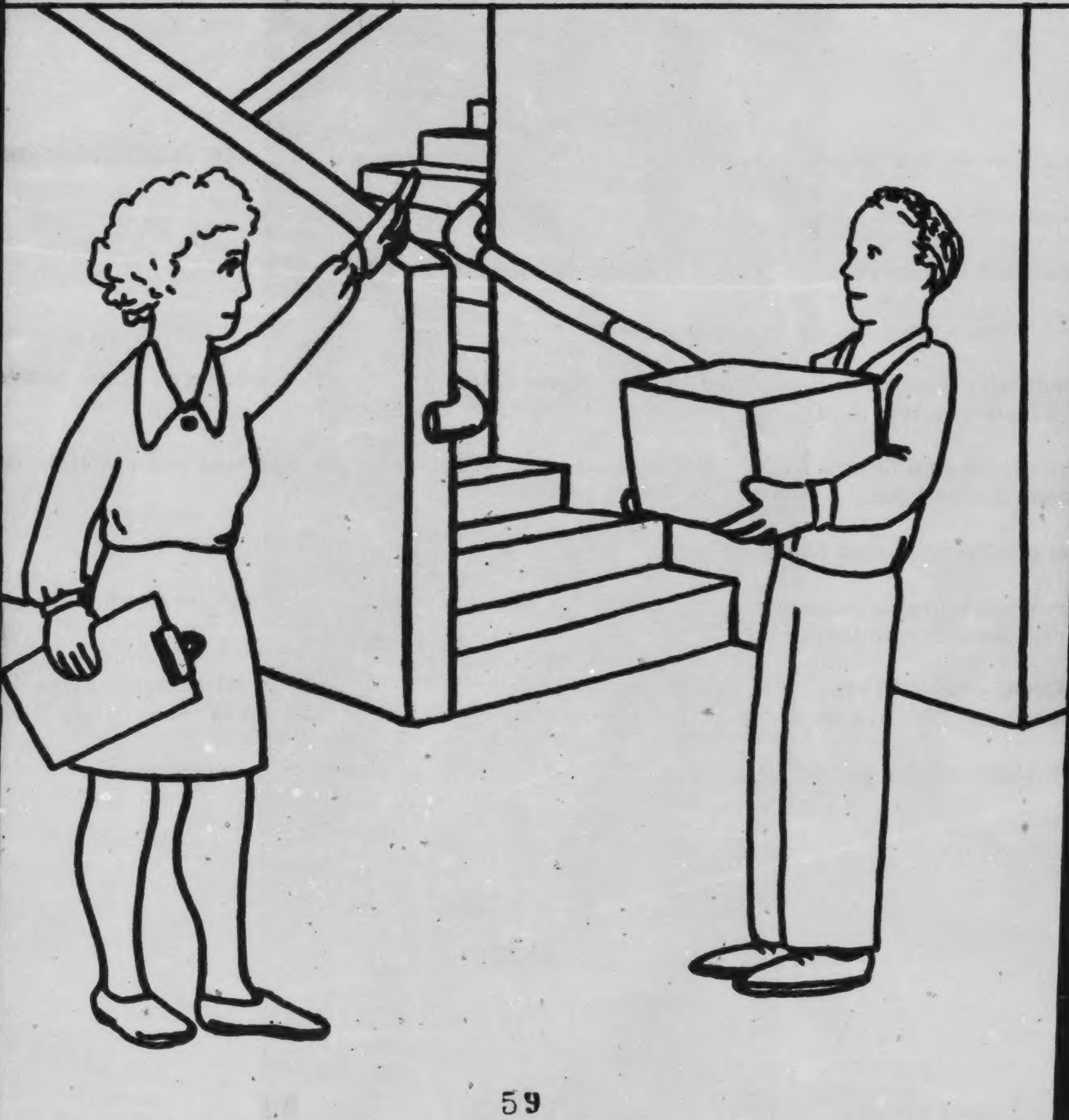
T praises good work, asks for suggestions from class to correct workers' reactions and responses to supervisor's instructions.

T elicits following suggestions from class about what worker should do when:

- he doesn't know how to perform an assigned task
- he doesn't know whether supervisor may be interrupted to answer employee's question; T should emphasize correct process used
- he needs help and supervisor is absent
- he advises supervisor that task has been completed

T and Ss review and discuss all steps.

Lesson is repeated with two different Ss playing workers until all Ss have played role of worker.



TOPIC: Relationship with Supervisors (cont.) JOB-REQUIRED BEHAVIORS

Lesson is then repeated with another S playing role of supervisor.

T leads discussion of supervisor's and worker's roles and relationship.

Role play is repeated until each S has played supervisor.

T assigns short-term tasks to Ss, giving them specific instructions as to procedure. T makes notes on all Ss' performance in terms of target behaviors.

T leads Ss in discussion of how well they thought they approached target behavior and clarifies any misperceptions S may have.

T reinforces S's use of target behavior.

T repeats previous learning sequence by reassigning tasks and by discussing Ss' perception of roles until they regularly demonstrate target behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) accept supervision, (2) follow instructions, (3) work steadily until assignment is completed, and then (4) report to person in charge.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Reporting to Supervisor or Person in Charge

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss a film which depicts a worker and supervisor relationship.

T elicits Ss' responses to film and determines whether Ss clearly understand worker and supervisor relationship.

T questions Ss about the behavior that will be expected of them when they are employed. T directs discussion to have Ss remark upon necessity of reporting to supervisor or person in charge as directed (1) after having been hired, (2) when coming to work, (3) after punching time card, and (4) while awaiting supervisor.

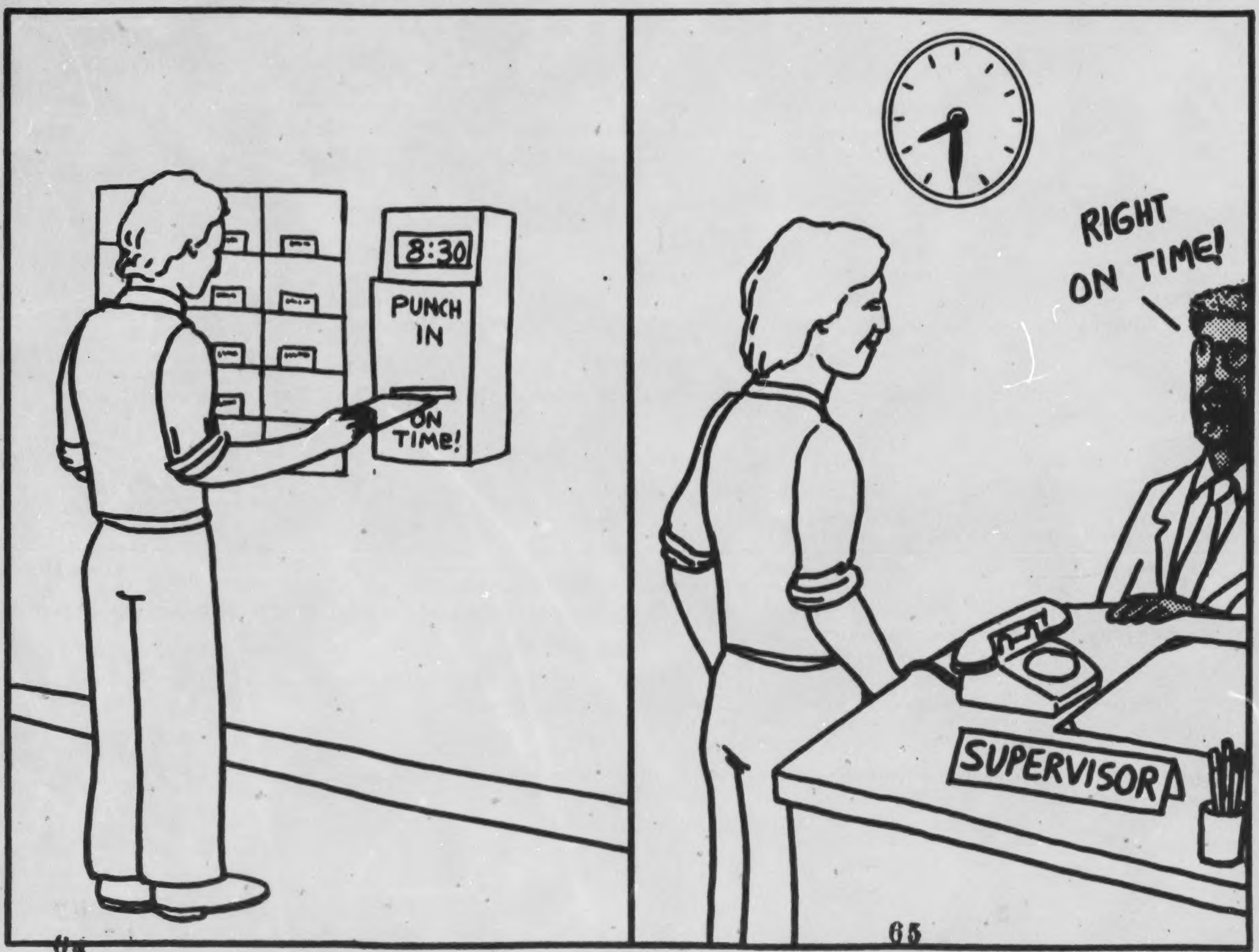
T discusses with Ss what worker should do when he has finished his assigned task. S responds either True or False:

- ask supervisor whether there is additional work to do
- question co-worker whether there is additional work to do
- ask to share co-worker's work
- tell other co-workers what to do

T evaluates answers, seeking each S's understanding of his own sense of responsibility and of his decision making ability. T then clarifies, if necessary, and stresses that S should not report to persons other than his immediate supervisor.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) report only to supervisor or person in charge, (2) upon arrival, (3) after completing assigned task, and then (4) await supervisor at work station.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


8:30
PUNCH IN
ON TIME!
RIGHT ON TIME!
SUPERVISOR

B13-1

TOPIC: Riding in Elevators

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T demonstrates how to step into elevator, avoid tripping, move to back of car, turn around to face front and leave. T stresses safety factors: making sure before boarding that doors are completely open, that car is level with floor outside, and that all passengers who are getting off have done so.

Ss take turns stepping into elevator, following instructions on where and how to stand.

With all Ss facing front in elevator, T demonstrates how to push buttons for floor selection.

Ss, one at a time, call out floor numbers and push buttons according to instruction.

T demonstrates to Ss how to leave car, stressing safety factors: waiting until door is completely open and car is level with floor before leaving elevator.

Ss take turns calling out floor numbers and push buttons according to instructions. When elevator arrives at given floor, Ss leave safely.

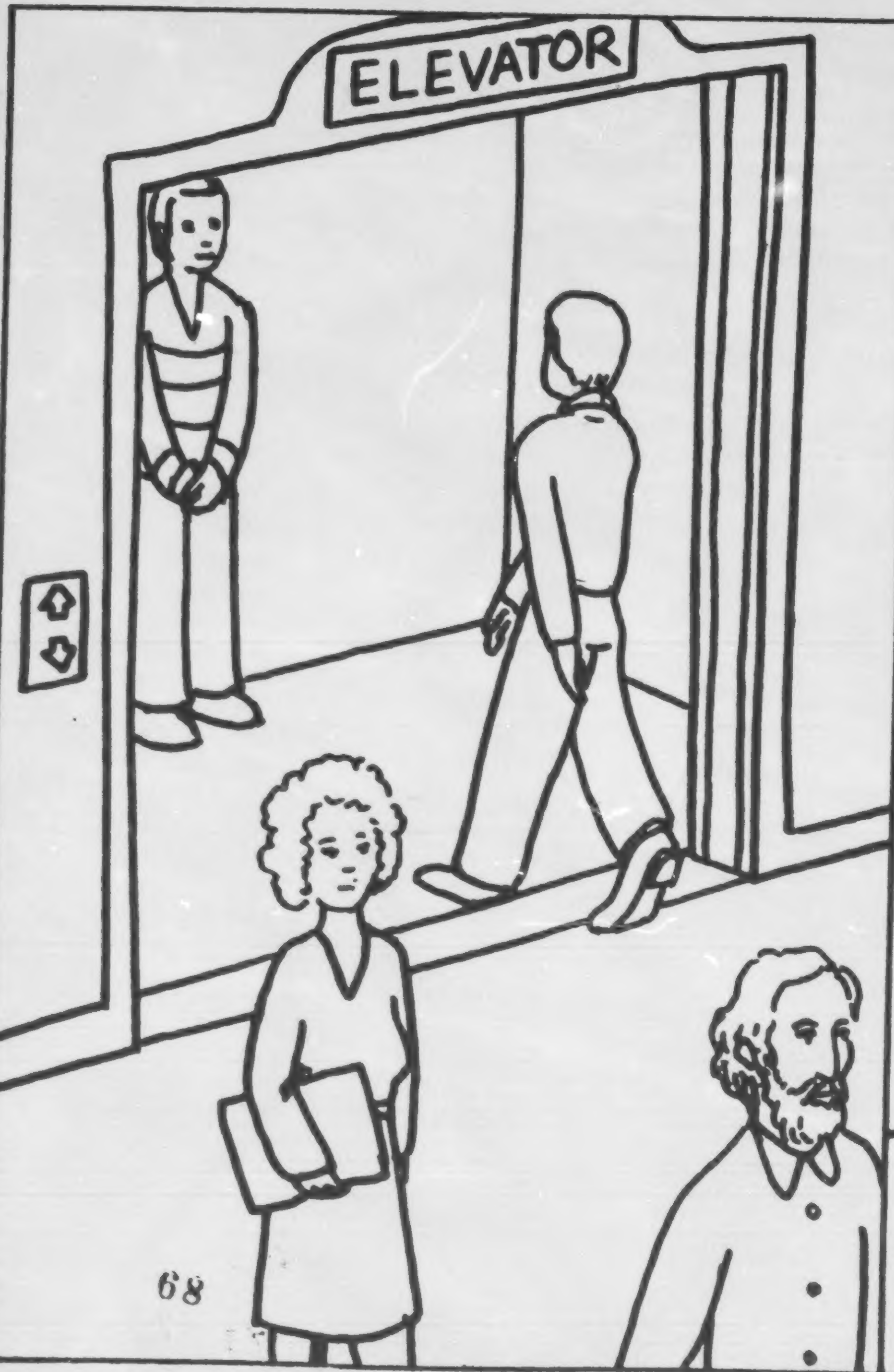
T demonstrates to Ss how to inform elevator operator of floor to which they wish to go.

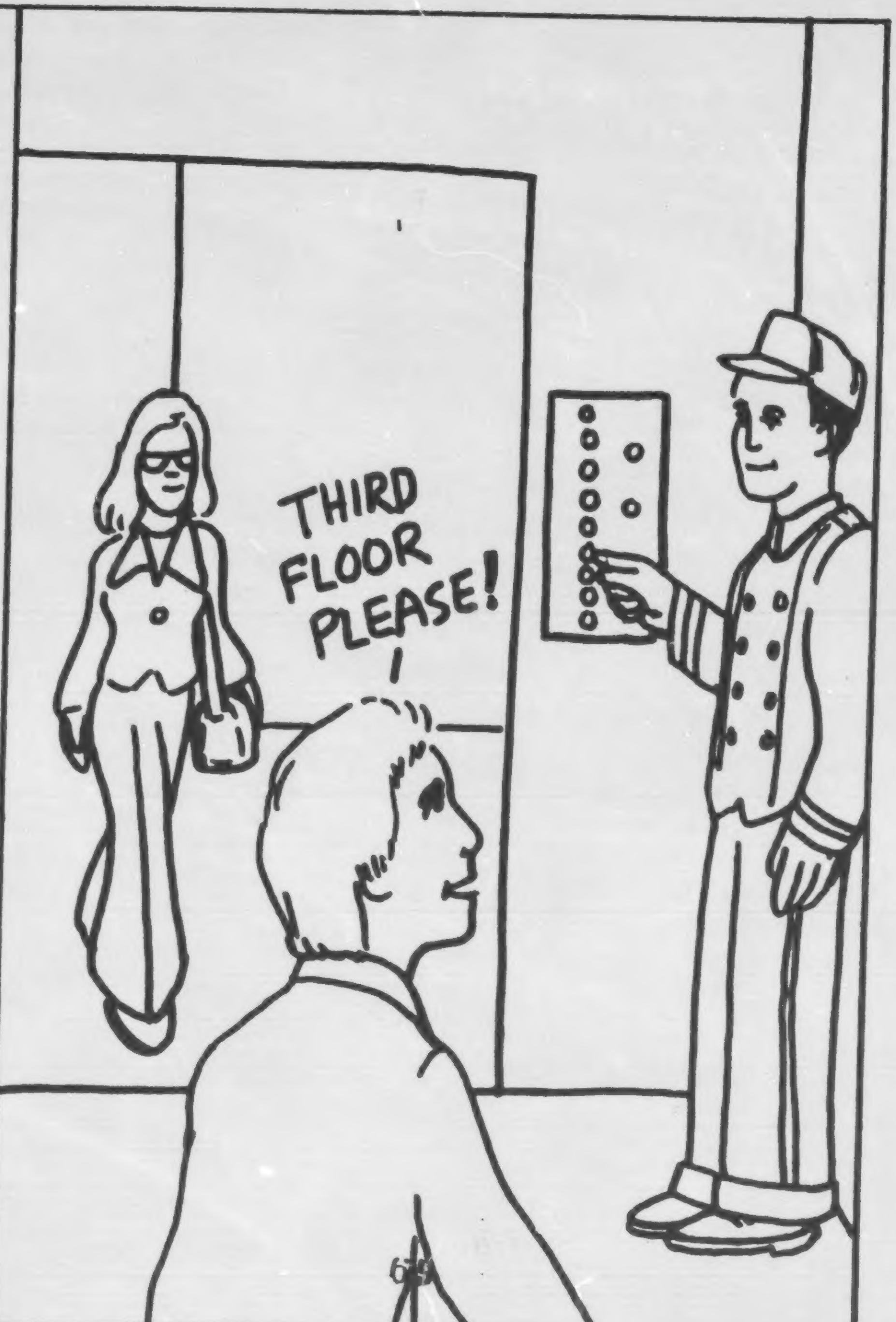
Ss practice informing the operator or T, who acts as operator, of desired floor.

T instructs Ss how to ride freight elevators, stressing that, for safety reasons, touching freight carried in elevator should be avoided.

PERFORMANCE OBJECTIVE: After completing this topic, S, without supervision, will be able to (1) board elevator safely, (2) press button correctly or inform operator of desired floor, (3) leave elevator and (4) ride without touching freight or passengers.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


ELEVATOR


THIRD FLOOR PLEASE!

TOPIC: Riding on Escalators

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T points out difference of UP and DOWN escalators to Ss. With escalator in stationary position, T asks T's assistant to demonstrate how to step on escalator, onto rail, slide foot onto step and remain on one step until it is time to get off.

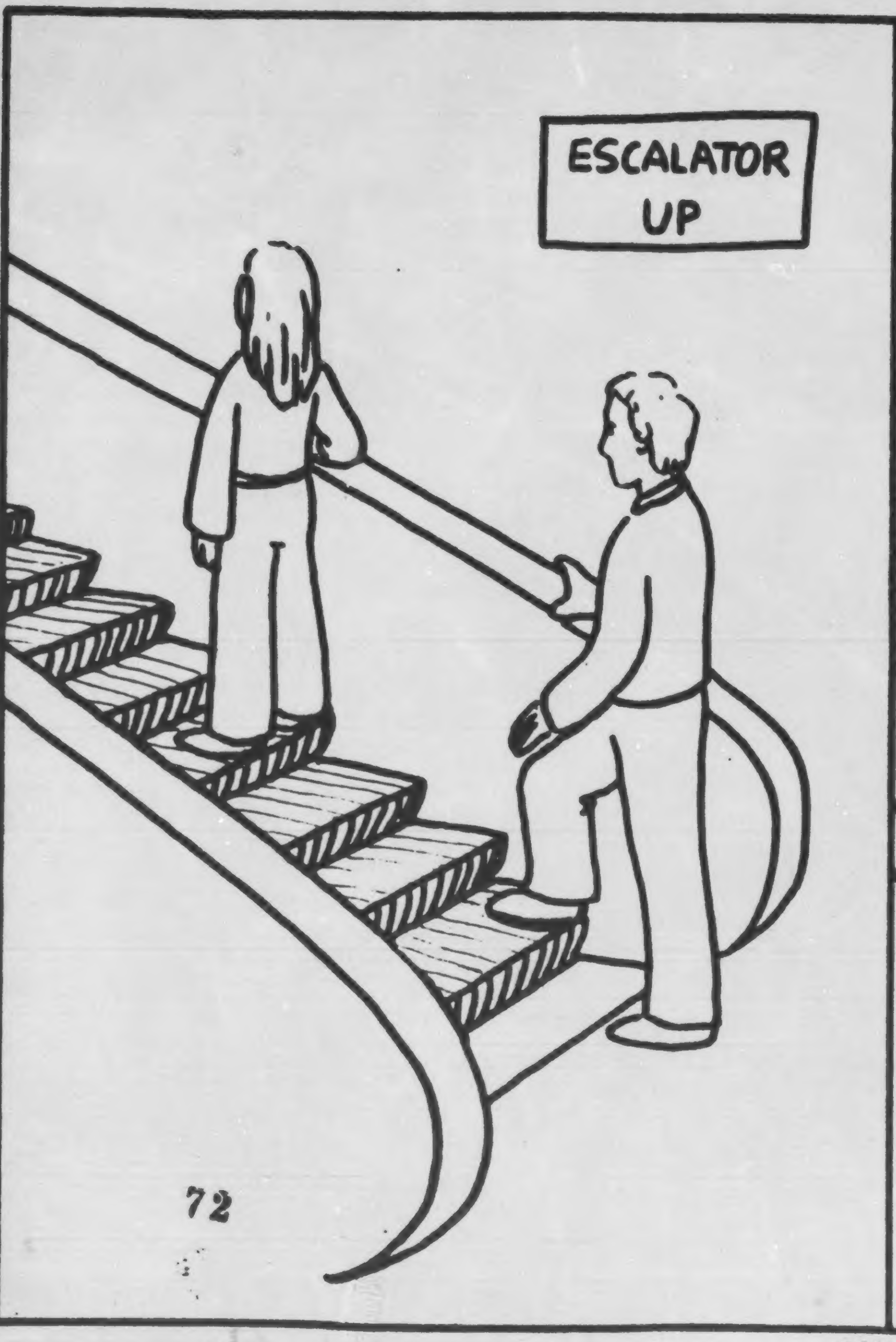
With Ss taking turns, T accompanies each S, in turn, onto escalator, stands in front of S, steps off escalator ahead of S, turns around and watches carefully as S steps off escalator. T escorts each S on DOWN escalator and returns to starting position. T's assistant remains with other Ss.

T goes to top of UP escalator, while T's assistant remains at bottom. S volunteers take turns, riding escalator alone to top. When all Ss have made trip, T moves with Ss to top of escalator and each S makes return trip alone.

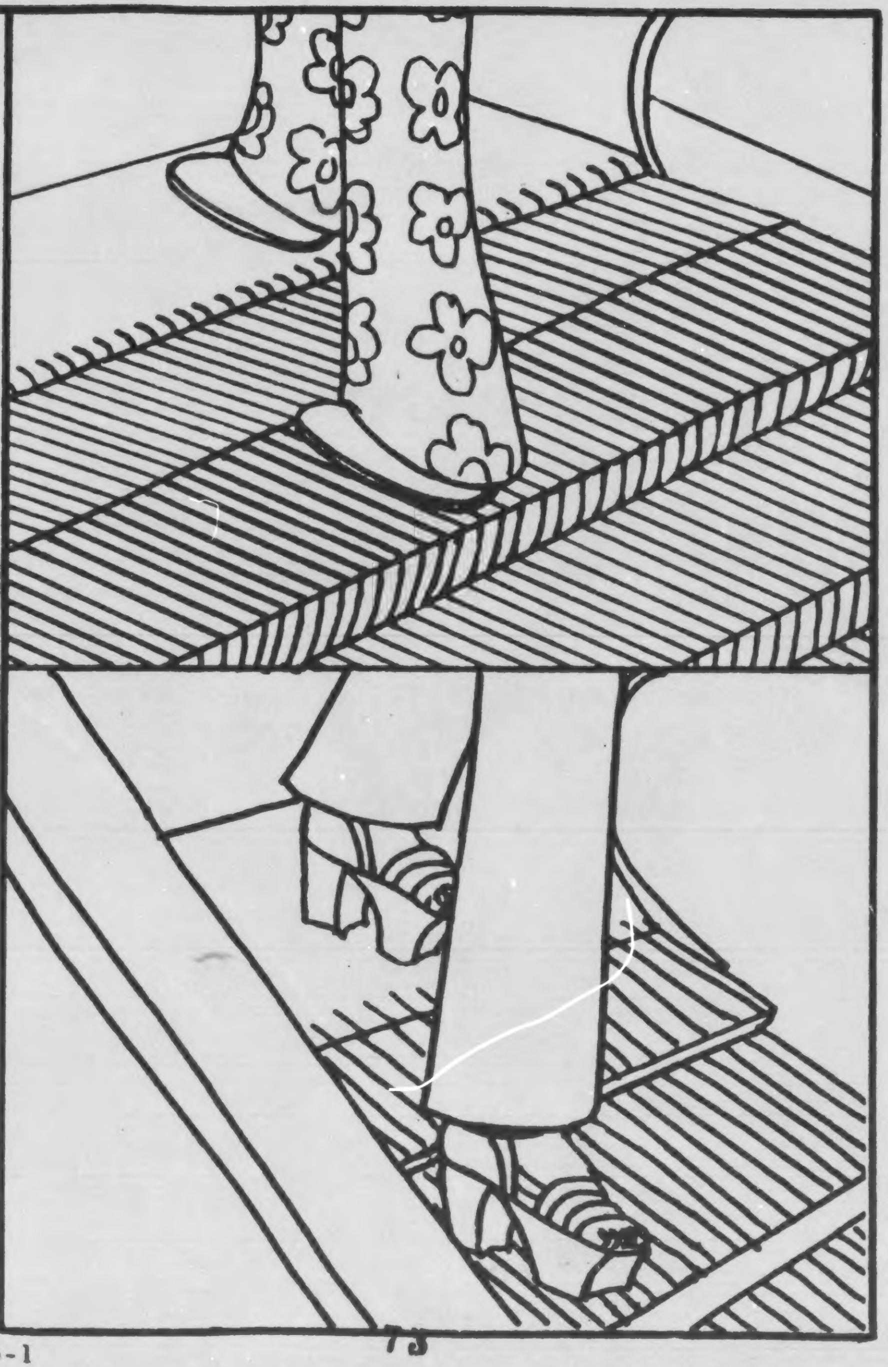
T discusses such safety aspects as standing still and avoiding horseplay when riding on escalators.

PERFORMANCE OBJECTIVES: After completing this topic, S will be able to (1) board, (2) ride, and (3) leave an escalator safely and unsupervised.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


ESCALATOR
UP

72



73

TOPIC: Sitting or Standing for Long Periods of Time

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of workers sitting or standing while performing their tasks: assembly line workers, sewing machine operators, cashiers. T directs discussion of difficulty of standing or sitting for extended periods of time. T further compares advantage of wearing comfortable clothing vs. restrictive clothing.

T asks Ss for suggestions on how to alleviate strain while working. T directs conversation to point out that worker cannot leave his place at will, but must remain at the assigned task.

S sits in chair at table placed in front of classroom, so that other Ss can obtain a side view. T instructs S to slouch, then to straighten spine and sit erect, with base of back supported by back of chair. T instructs S to relax shoulders and keep forearms on table. T explains to class during demonstration how slouching affects the spine. T instructs S to relax while sitting, to breathe through nose, exhale through mouth.

Each S in turn performs sitting exercise above.

T repeats demonstration with S standing in front of classroom. T requests S to slouch while putting weight on one foot. T then asks S to stand straight, weight balanced evenly on both feet, shoulders and head relaxed.

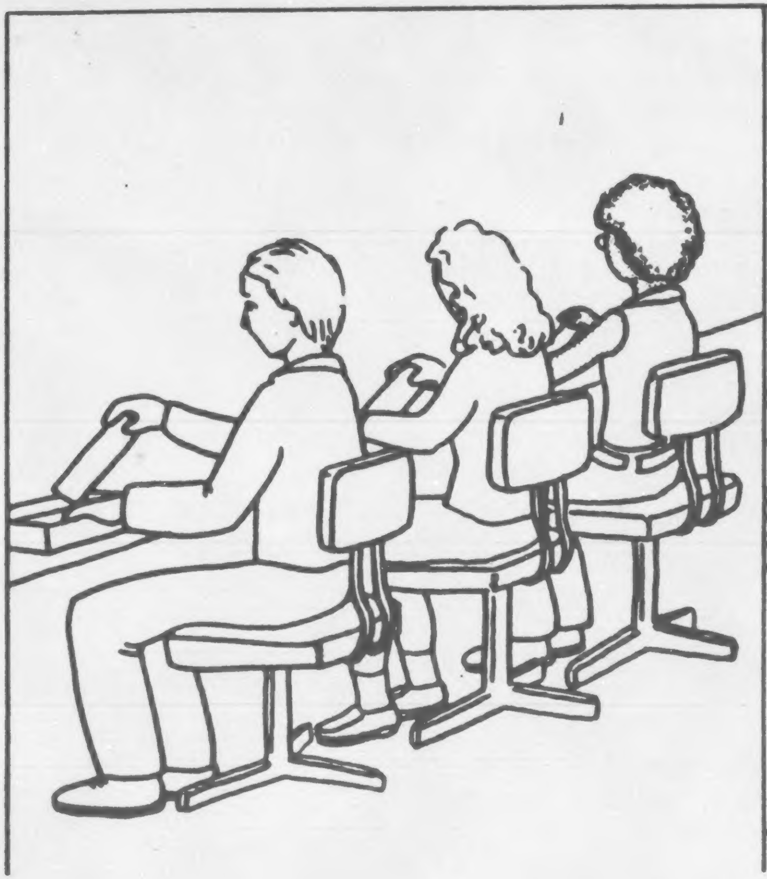
Each S in turn performs standing exercise above.

T asks Ss when it would be permissible to leave assigned tasks, eliciting from Ss the response that breaks, and periods when bathroom facilities have to be used, are an acceptable time. T initiates and directs discussion so that Ss become aware that fidgeting is unacceptable and that it would be wise to walk about for a few minutes during breaks.

TOPIC: Sitting or Standing for Long Periods of Time (cont.)

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) sit and (2) stand correctly (3) without fidgeting and (4) remain at assigned task until given permission to leave. S also relaxes (5) by doing breathing exercises.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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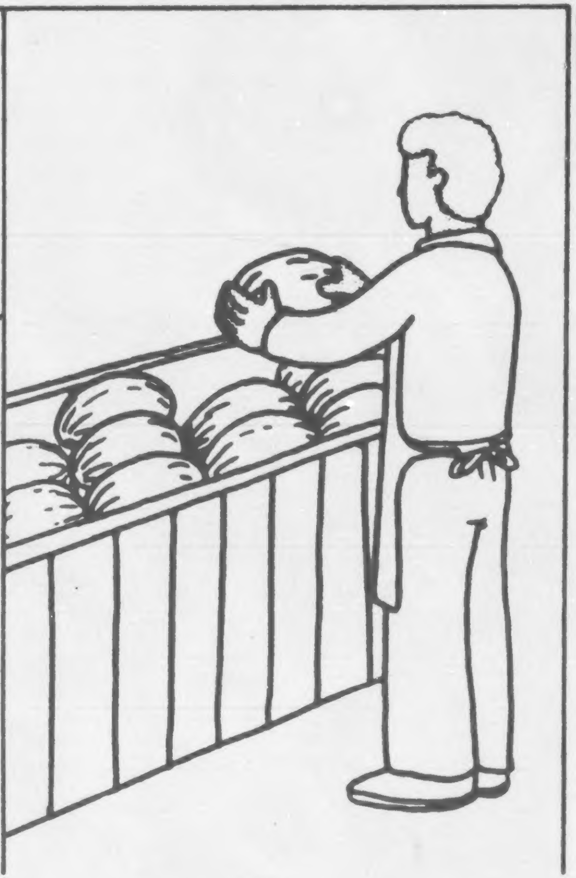


77

TOPIC: Stooping or Kneeling for Long Periods of Time

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T initiates discussion to elicit from Ss knowledge of correct standing, sitting or kneeling posture.

T demonstrates correct way to pick object from floor by squatting, picking up item and standing straight.

T asks Ss to repeat demonstration.

T stresses that weight should be distributed evenly on balls of feet. T handles prepared materials, stressing straight back position. T rises to a standing position, flexes each leg slightly and raises both arms in an upward stretch position to pull out muscles in shoulders and vertebrae.

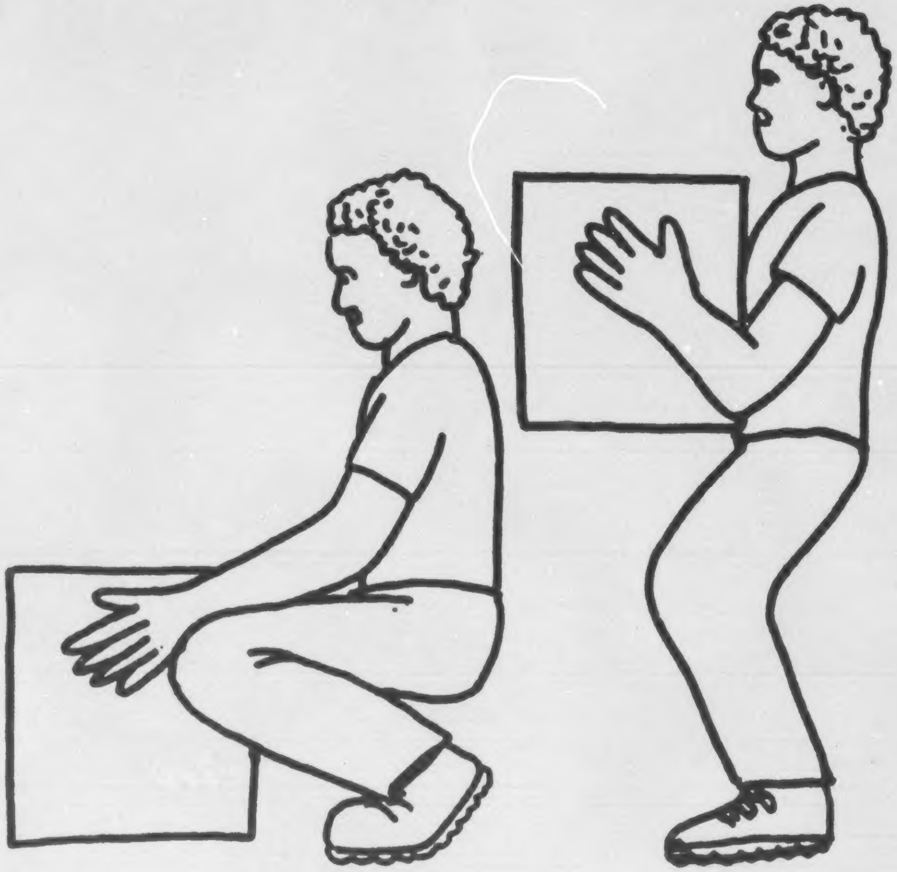
T asks to repeat demonstration.

T drops to kneeling position and works with prepared materials for a length of time while talking to Ss. T leans back on heels to change position. T rises to standing position, using same relaxation exercise outlined above.

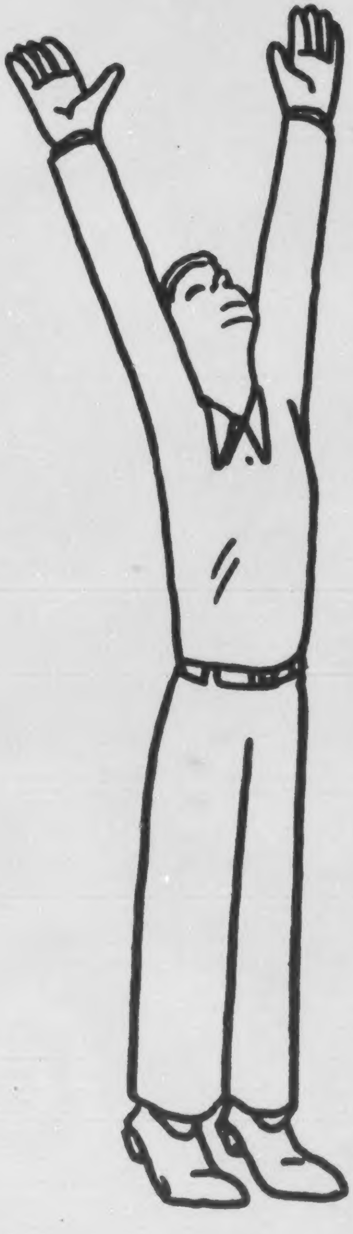
T asks Ss to repeat demonstration.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably a job which requires (1) stooping or (2) kneeling for extended periods.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



80



81

TOPIC: Working Above One's Head

SUGGESTED INSTRUCTIONAL ACTIVITIES:

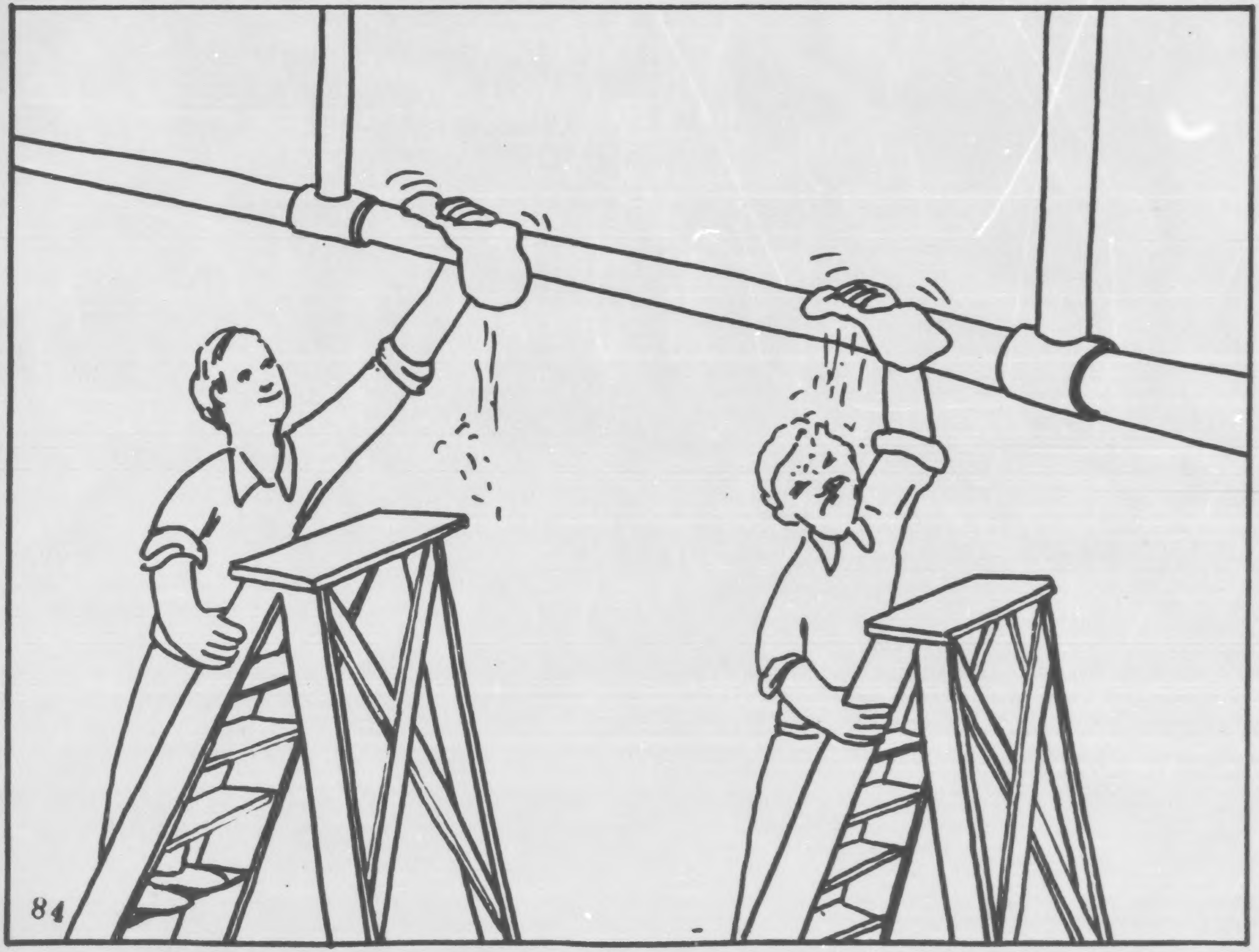
T discusses the many jobs in a place of employment which require working above one's head. T explains that usually a stepladder is used, which has to be balanced carefully to prevent person from falling. Jobs such as handling and cleaning lighting fixtures require special care so that fixture does not fall or break. Overhead dusting requires a ladder, which should be placed in a position so that the dust does not fall on person's face or head.

T sets up stepladder a few feet from overhead work area and proceeds to dust ceilings and overhead grates with a long-handled duster and vacuum with hose extension. Standing on stepladder, T carefully removes, then cleans and reinstalls, a fluorescent tube and two incandescent light globes. T stresses that face should be protected at all times.

S completes several tasks, using care in working above his head as instructed.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably at a job which requires working above one's head.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



B19-1

85

TOPIC: Working Alone

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T focuses with Ss upon the meaning of the words "independent" and "responsible" so that these words become the central point of lesson.

After discussion, Ss are asked how they think they would act independently on a job. T also asks Ss' definition of the word "responsible."

T assigns each S a given task in the classroom. Each S performs his job independently, unsupervised and unguided by T, but T quietly observes activities.

After lab session, T reviews completed work with Ss. Ss who did not complete assigned task are asked for reasons: daydreaming, hindering others, talking and leaving the work station are stressed as activities which interfere with work.

T then asks Ss what would happen if a job for an employer were not finished. T reviews meaning of the words "independent" and "responsible."

T reassigns Ss to tasks, stressing emphatically the need to stay with a job and finish it. At next lab session, T again observes Ss' behavior.

T leads discussion of Ss' work activities and how well Ss thought they were behaving in terms of independence and responsibility. T reinforces and clarifies their perception.

T repeats previous learning sequence of assigning tasks and having Ss discuss their perceptions.

PERFORMANCE OBJECTIVE: After completing this topic S will be able to (1) work independently at a specific task, (2) complete it without supervision, (3) within a specified period of time.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working in Crowded Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in crowded areas, e.g., stocking goods in a narrow supermarket aisle, cleaning a lunch counter during busy periods, moving a merchandise cart in a department store. T then directs the discussion toward the problem of working in crowded areas. T illustrates, referring to Ss' own experience with crowded situations, the need for caution when moving carts, backing up, turning around, moving suddenly and lifting things.

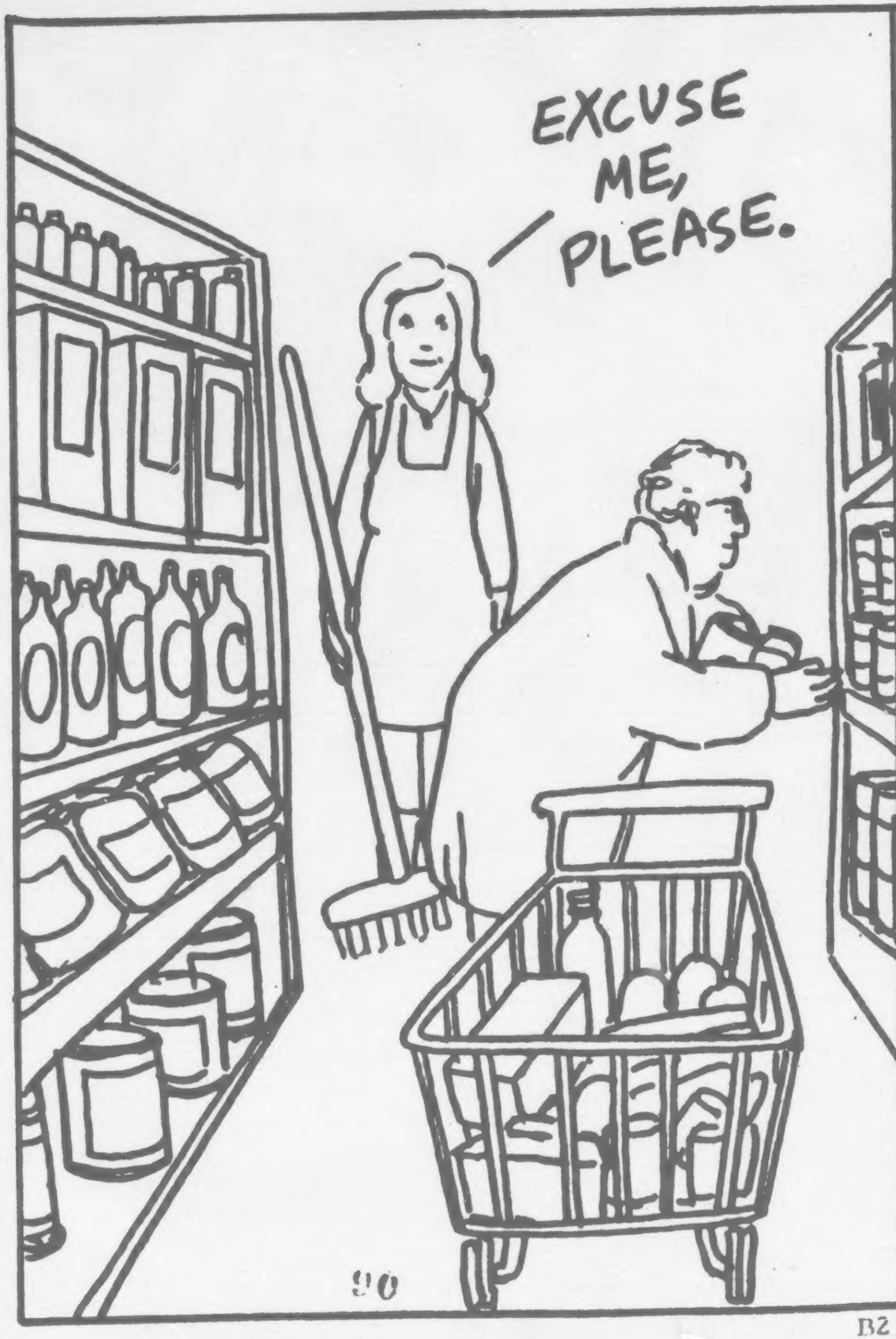
T shows Ss pictures of young people working in crowded areas, including several which show the workers handling tools and equipment in a manner which is hazardous to others. T asks Ss to identify the hazardous situations and to explain how a worker can do the job safely. T stresses the need for caution in handling or using tools when moving or turning around.

T stresses the importance of keeping the working area orderly and cleaning up as required when moving to different locations.

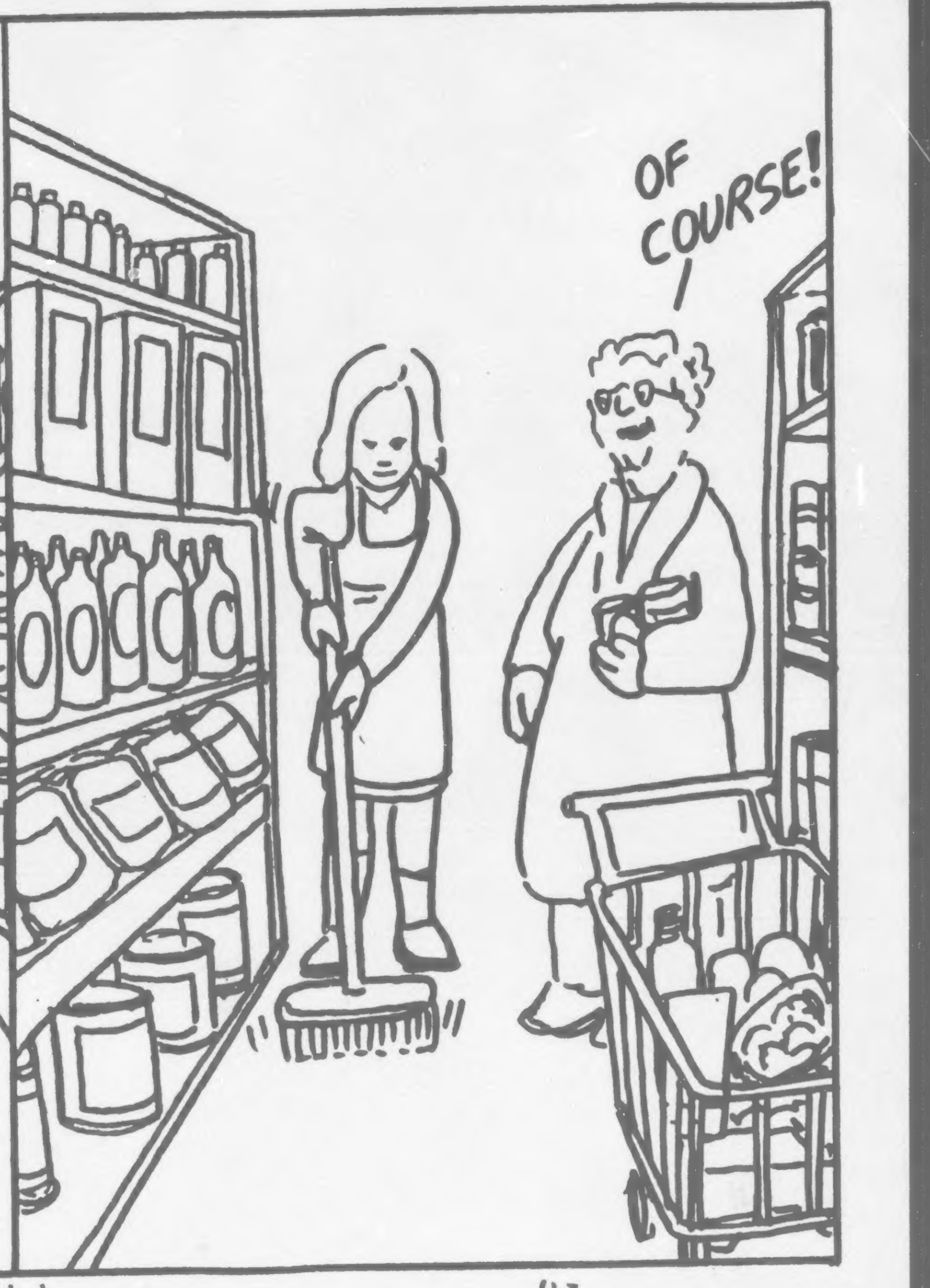
T arranges for each S to work in a crowded area and observe S's performance of the target behaviors. If required, T structures training situations in which S can further practice the desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a crowded area by (1) taking precautions not to endanger other workers or passers-by and (2) maintaining orderliness and neatness of work area.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


EXCUSE ME, PLEASE.

90



91

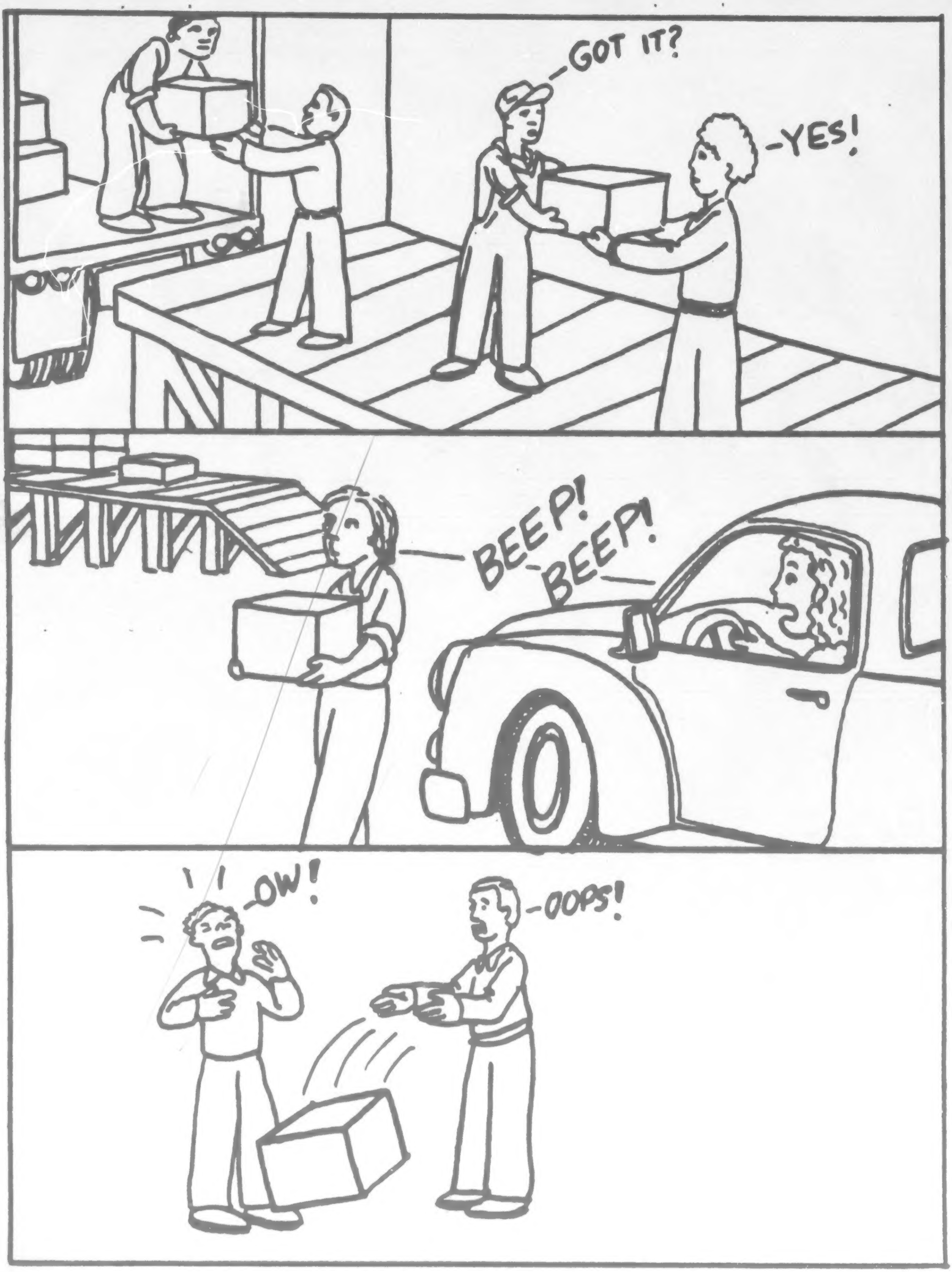
SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits several pictures of young people working in different loading areas such as a department store, outdoor truck-loading platform, airport baggage room, supermarket stockroom conveyor belt and chute. Ss draw upon their own experience in discussing with teacher the hectic activities and hazards of these areas. T emphasizes the need to follow instructions and safety rules, to be aware of the whereabouts and actions of other workers, to be on the alert for moving objects and vehicles, and to avoid daydreaming.

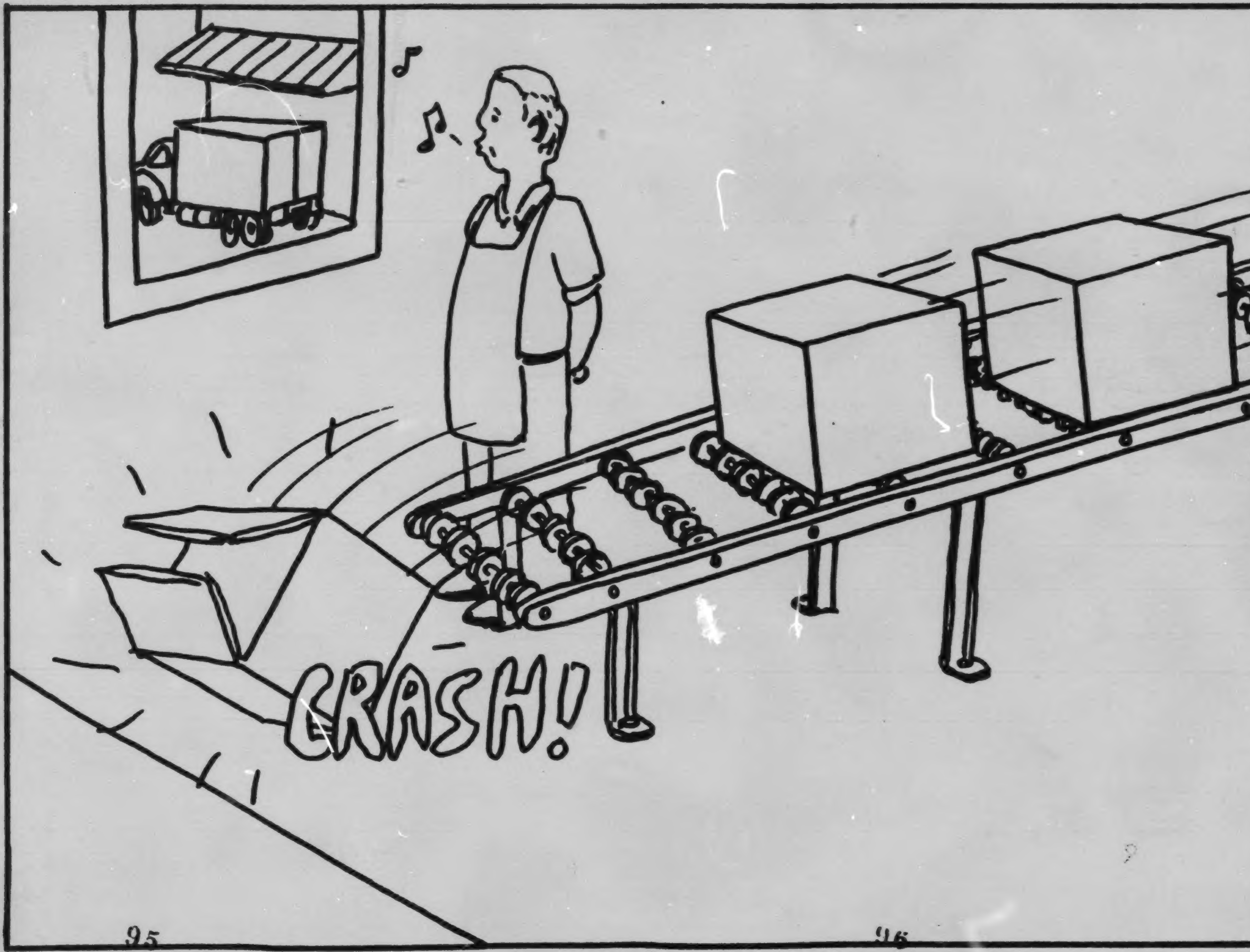
T arranges for S to work in simulated or actual loading areas and observe S's performance of the target behaviors. If required, T structures training situations in which S can practice desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a loading area without endangering himself or others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


GOT IT?
YES!
BEEP! BEEP!
OW!
OOPS!

B22-1


CRASH!
95
96

TOPIC: Working in Public Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in public areas with strangers walking by, e.g., sweeper on railroad platform, wrapper at cashier's desk in department store, stock clerk in supermarket. T then has class define the phrase "working in public." Ss become aware during discussion that workers should avoid being distracted by passersby.

T exhibits similar pictures: one of them shows a sweeper pointing towards the lavatory with the sign "Men," and another depicts a worker stepping aside for a person pushing a cart. T leads a discussion to differentiate between working in public and answering questions, giving directions, getting out of someone's way, and becoming distracted by passersby, talking spontaneously and neglecting the job.

Role Play #1: S plays a customer looking for candy and T plays a stock clerk in supermarket. T is overly friendly and talks about unrelated things, then tells customer where to find candy.

T asks class to react to situation and directs Ss to identify incorrect and suggested correct behavior.

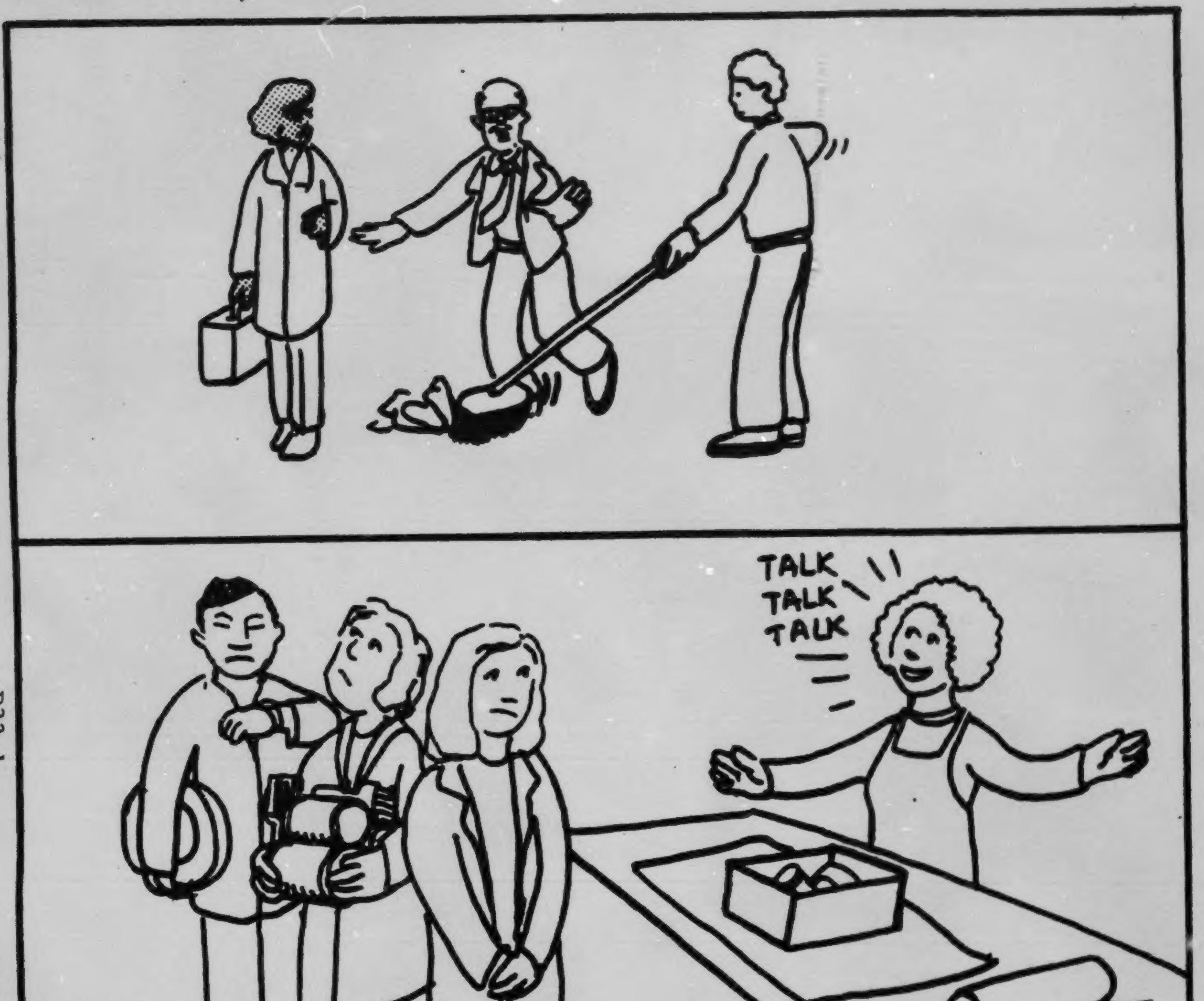
Role Play #2: Role play #1 is replayed with T acting as customer and S acting as stock clerk. Role play is repeated with several Ss.

T asks Ss to compare the difference between social and working relationships. Ss should point out what while on the job they should not become involved with passersby or their activities except to answer pertinent questions.

T arranges for each S to work alone in contact with the public to observe his performance.

If required, T structures a role play, similar to role play #2, with the Ss who need further practice acting the role of the worker.

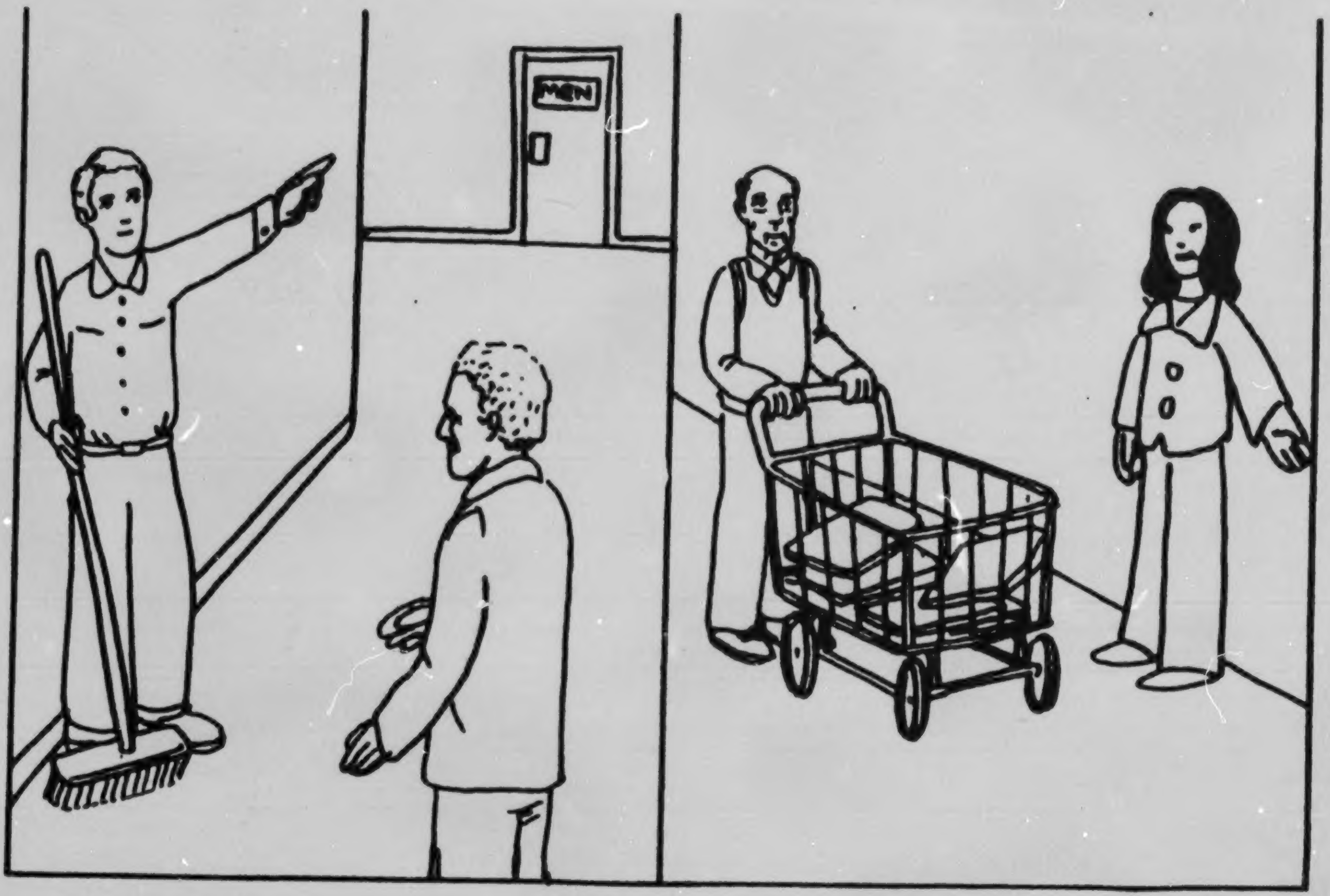
B23-1


TALK
TALK
TALK

TOPIC: Working in Public Areas (cont.) JOB-REQUIRED BEHAVIORS

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work continuously in public area without becoming involved with passersby or their activities, (2) answer questions when asked and return to work, and (3) step aside when necessary to avoid blocking traffic.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



SUGGESTED INSTRUCTIONAL ACTIVITIES:

Before beginning discussion, T organizes three sets of pictures:

- Set #1 shows young workers correctly and safely performing jobs similar to Ss' jobs.
- Set #2 corresponds to set #1 but shows workers suffering consequences of ignoring safety, and
- Set #3 contains unidentical pictures, showing the consequences of workers ignoring safety factors.

T structures the discussion in the following sequence:

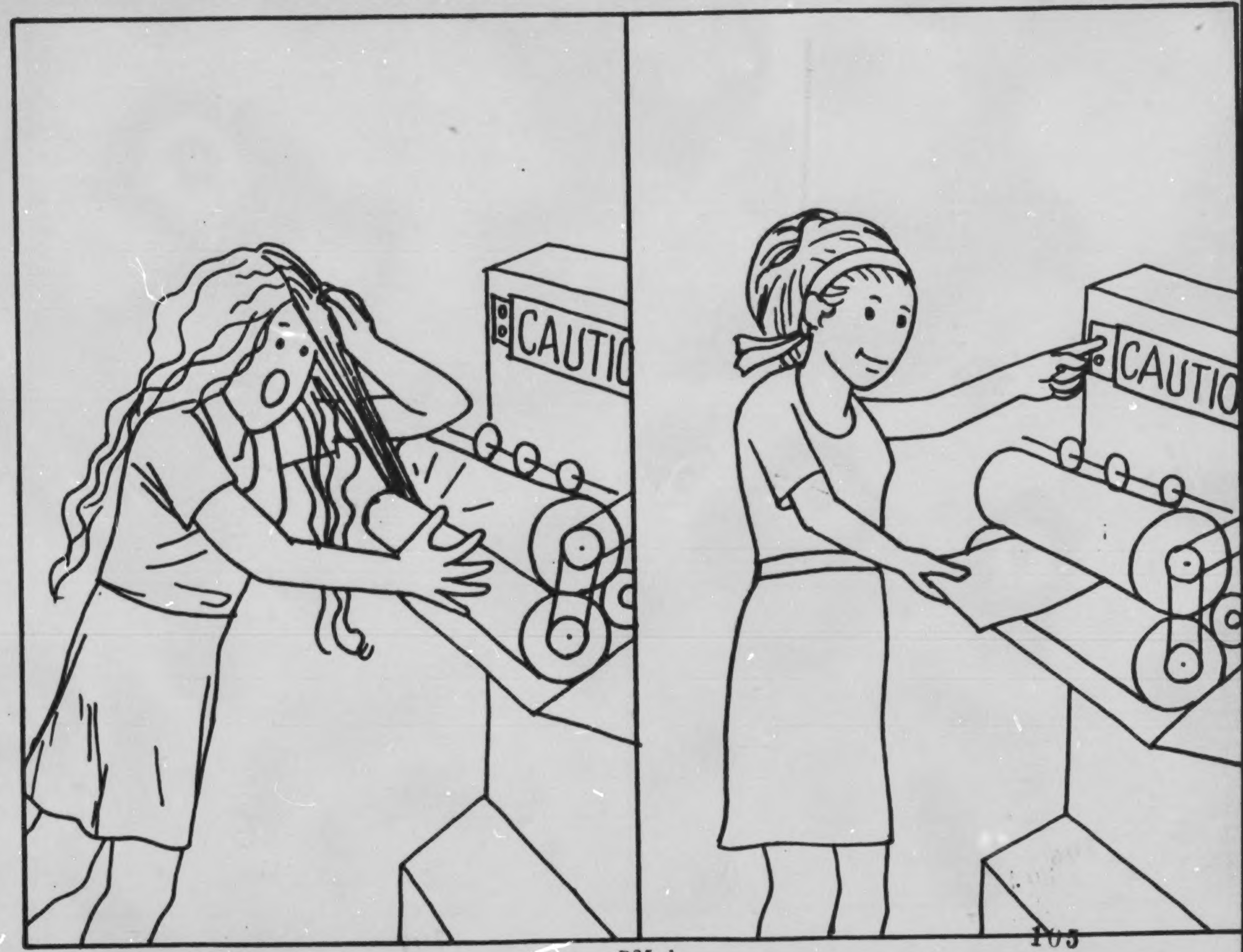
1. T exhibits a picture of the consequences of "not working safely" from set #2. T elicits comments from Ss and suggestions for working safely.

2. T shows the corresponding "working safely" picture from set #1 and guides the Ss to agreement that this is the better way to work.

3. T repeats step #1 and #2 above for at least two more pairs of pictures.

4. T shows a "working safely" picture from set #1 and a "working unsafely" picture from set #3, the two of which do not correspond. If a S makes a comment concerning the noncorrespondence of the pictures, T should use this as a lead to discuss that working safely is required on all jobs. If none of the Ss notes the noncorrespondence of the pictures, T should elicit such a comment from the group, then continue developing a discussion concerning the need to consider safety at all times. This discussion should emphasize that daydreaming, playing pranks, poking around, staring into space, rocking back and forth and such behaviors should be avoided.

T develops a game in which he mixes up sets #1 and #2. Ss first sort all pictures into "working safely" and "not working safely" groups, and then match the corresponding safe, unsafe work situations. T encourages Ss to determine which element of the picture shows an unsafe working condition.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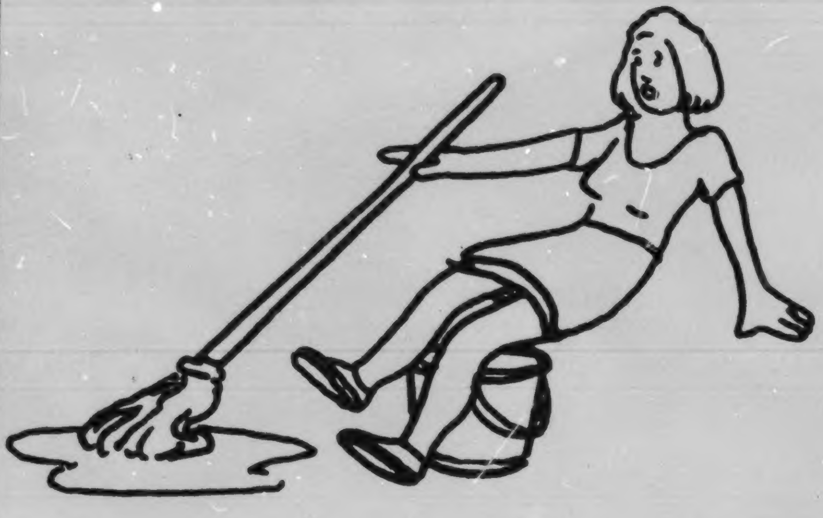

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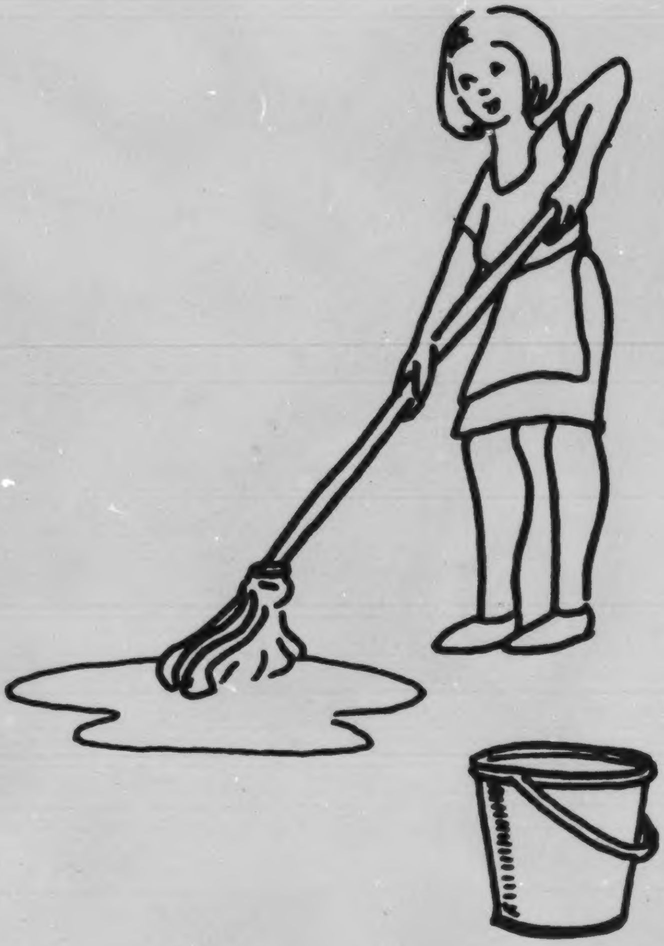

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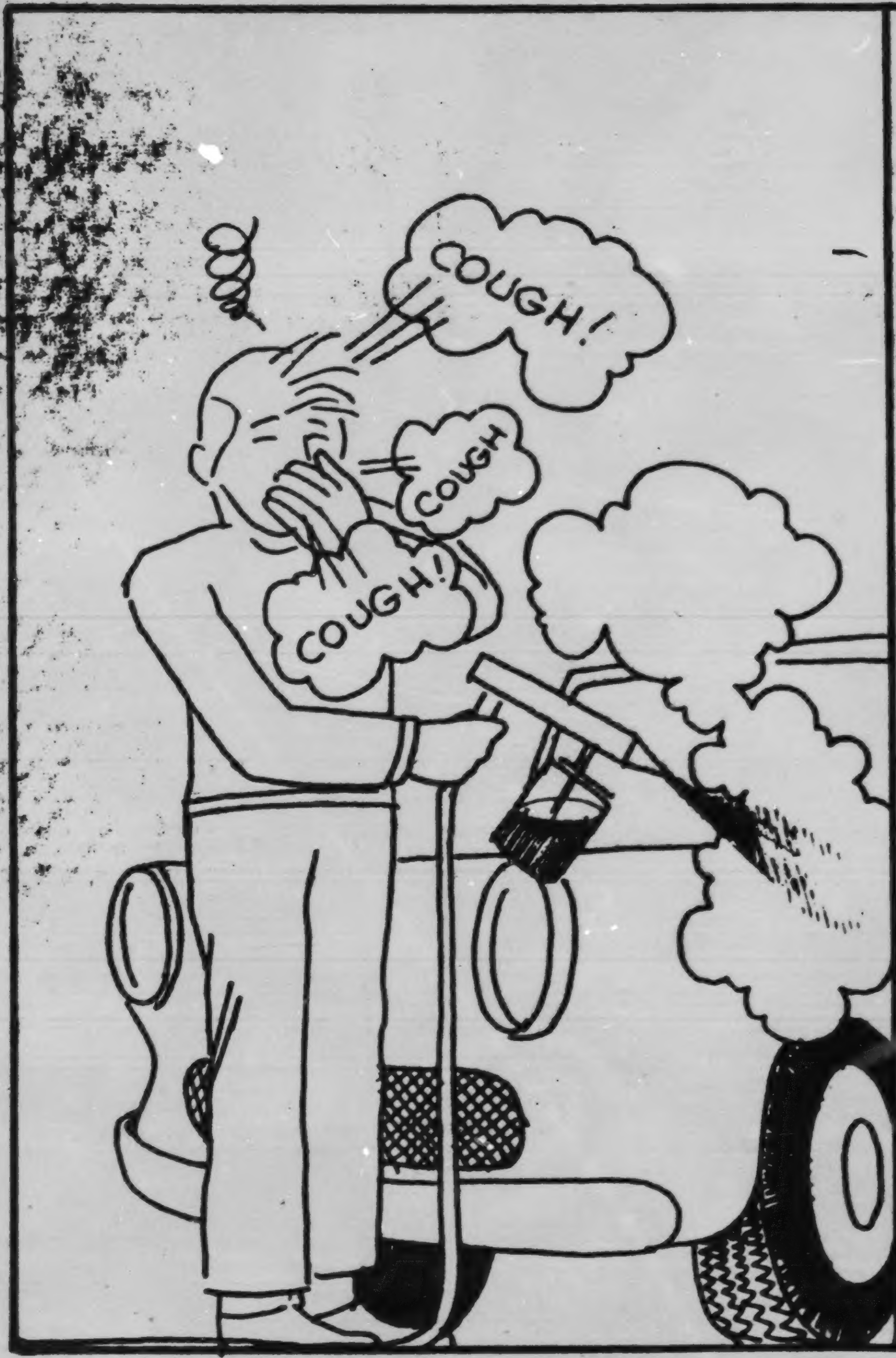
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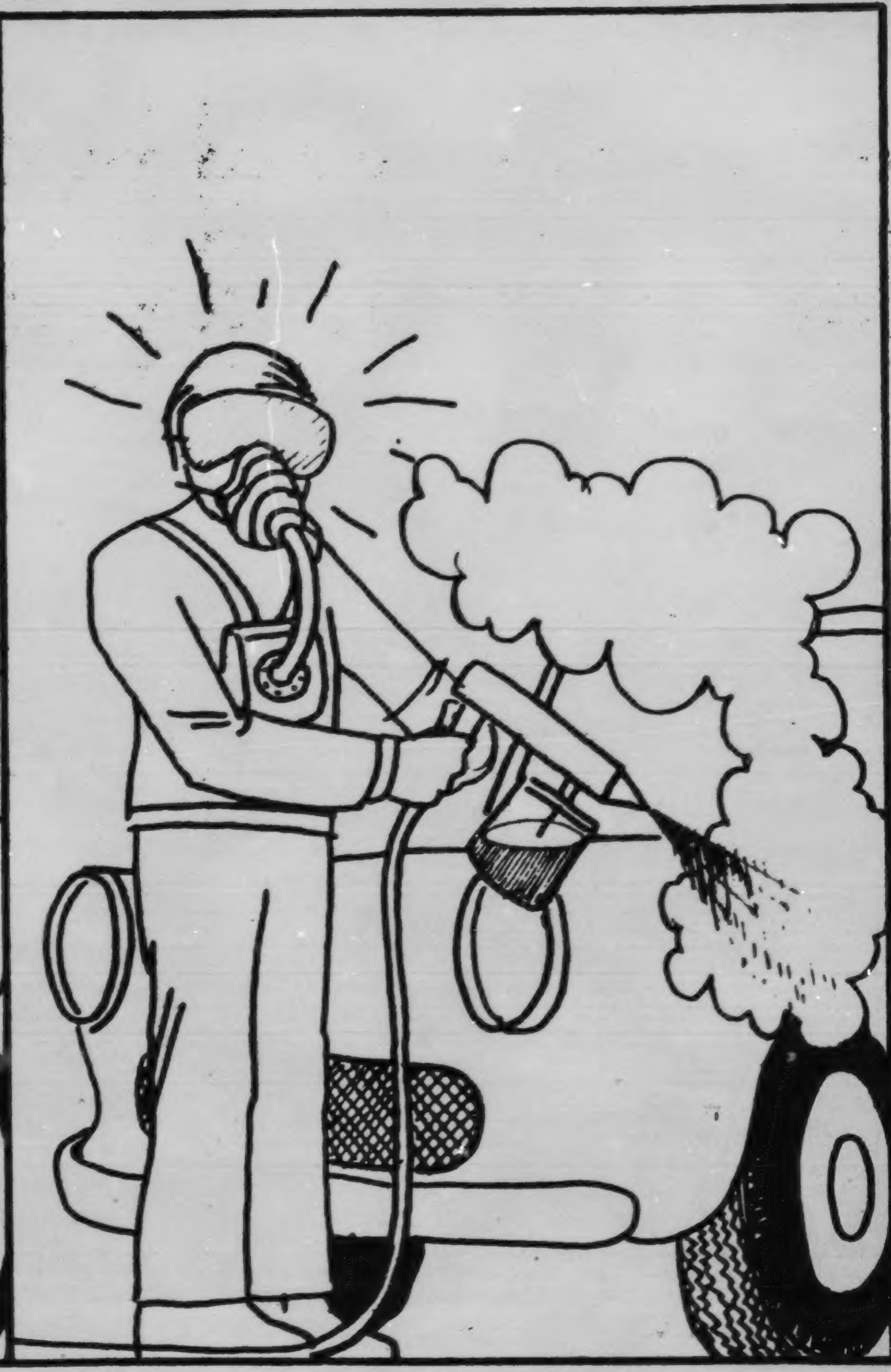

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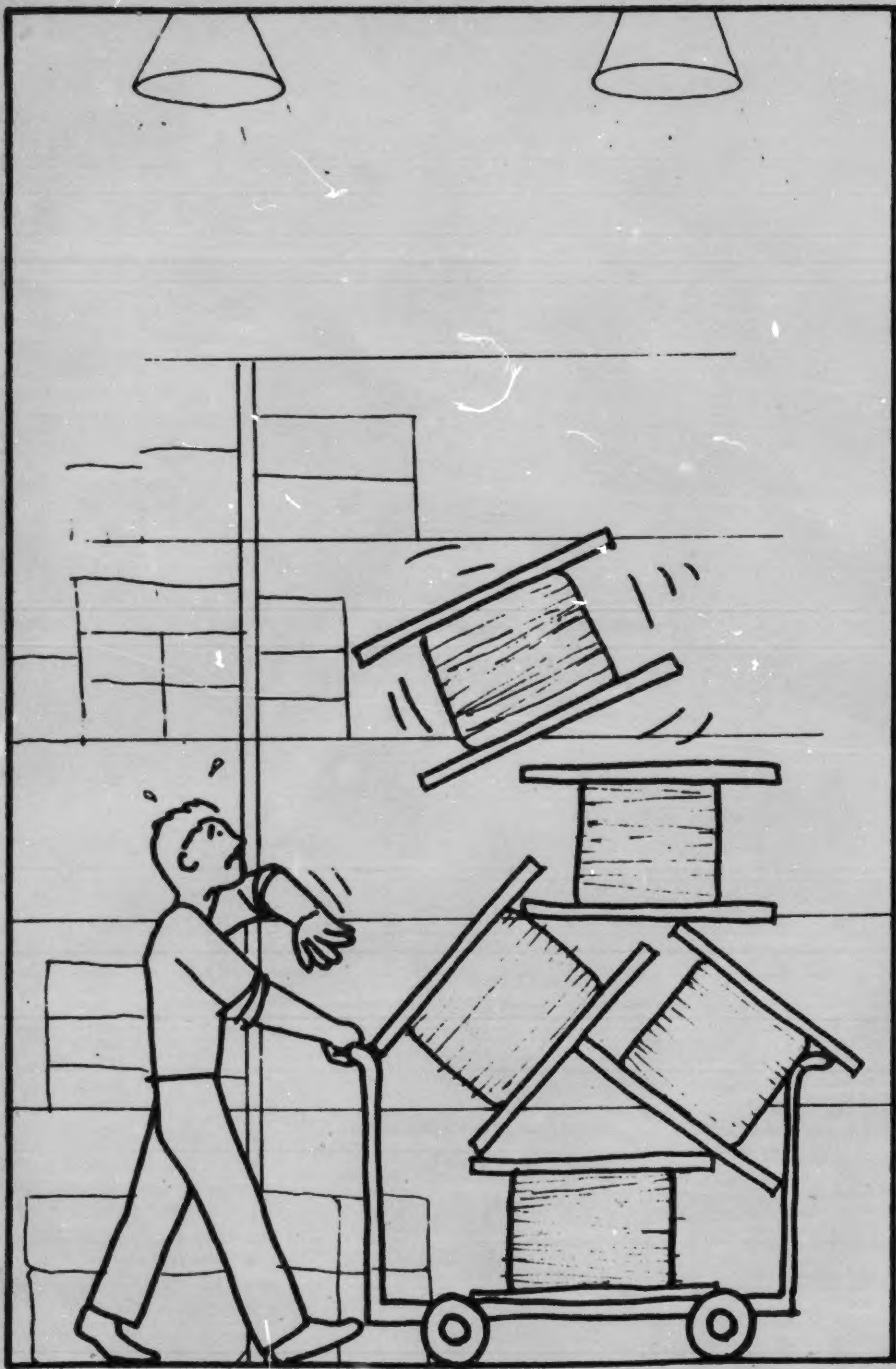

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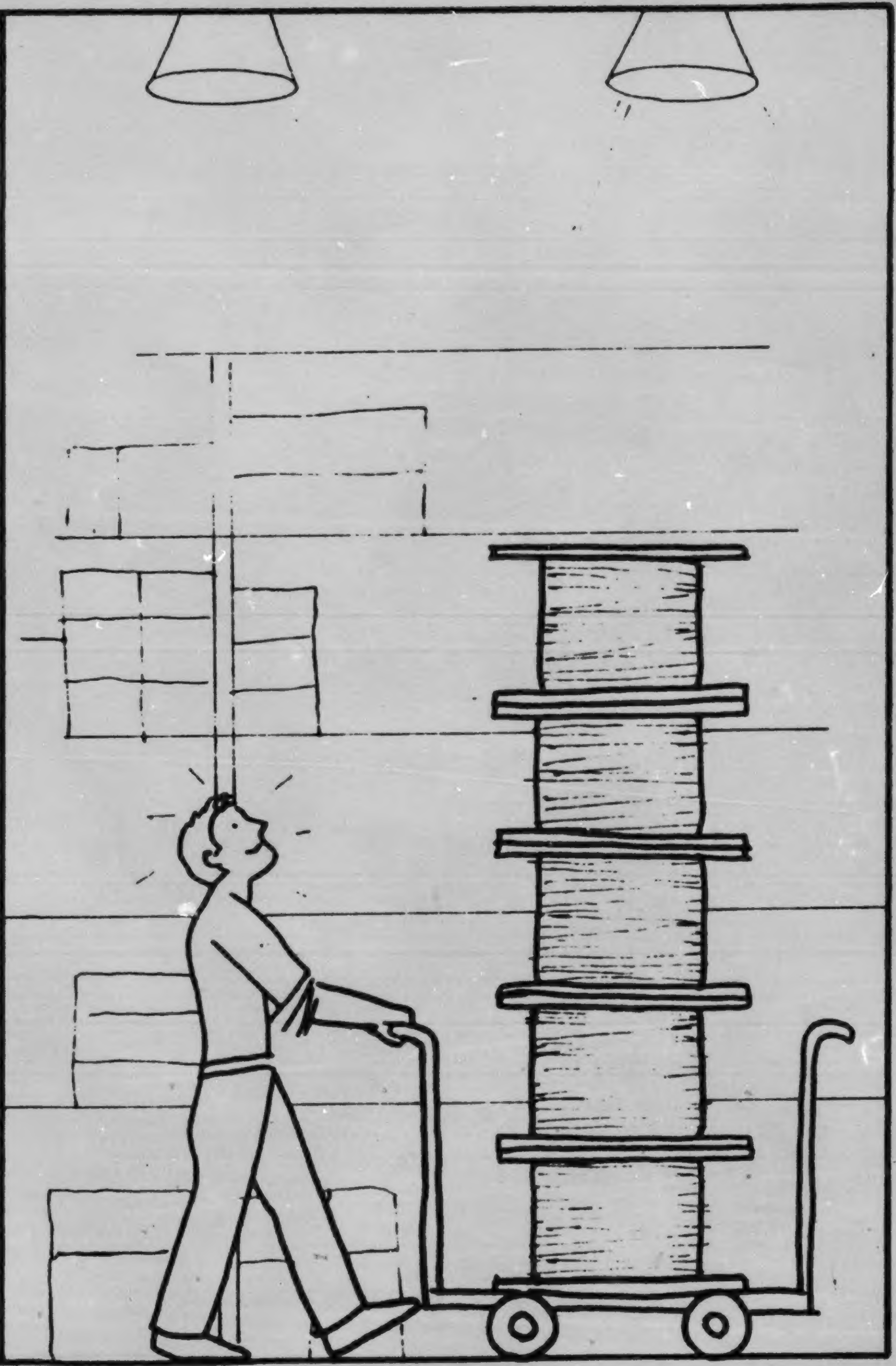

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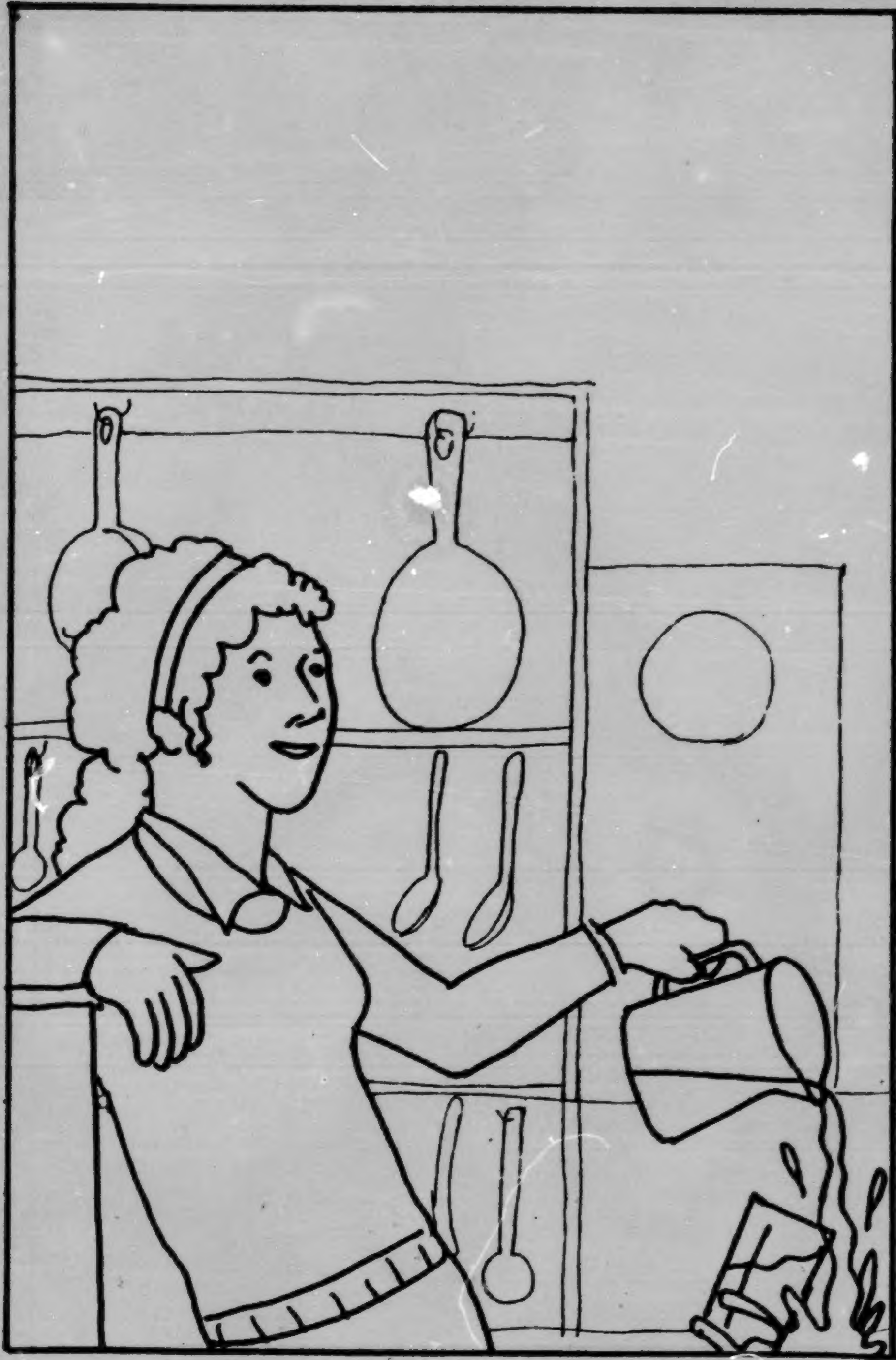

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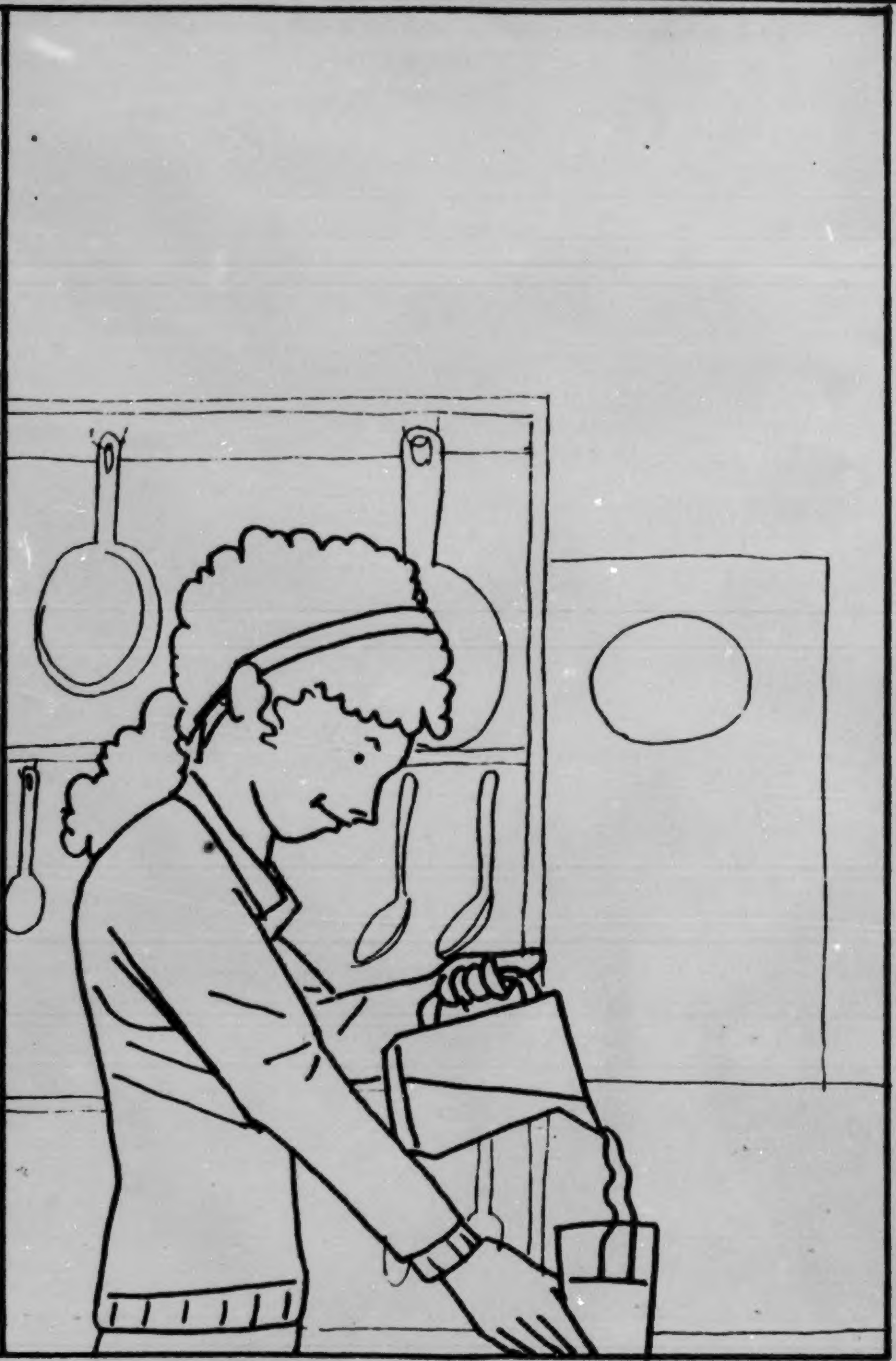

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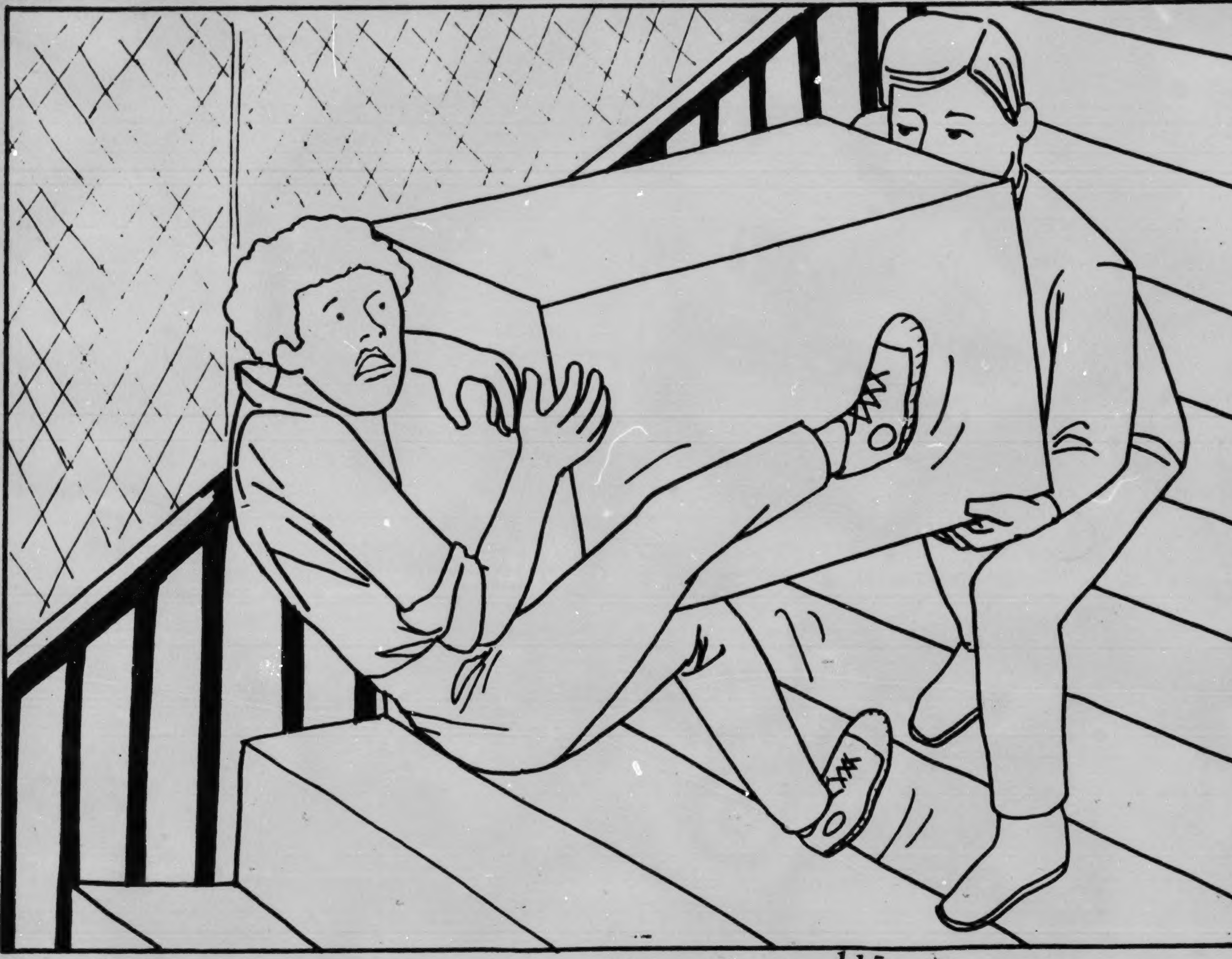

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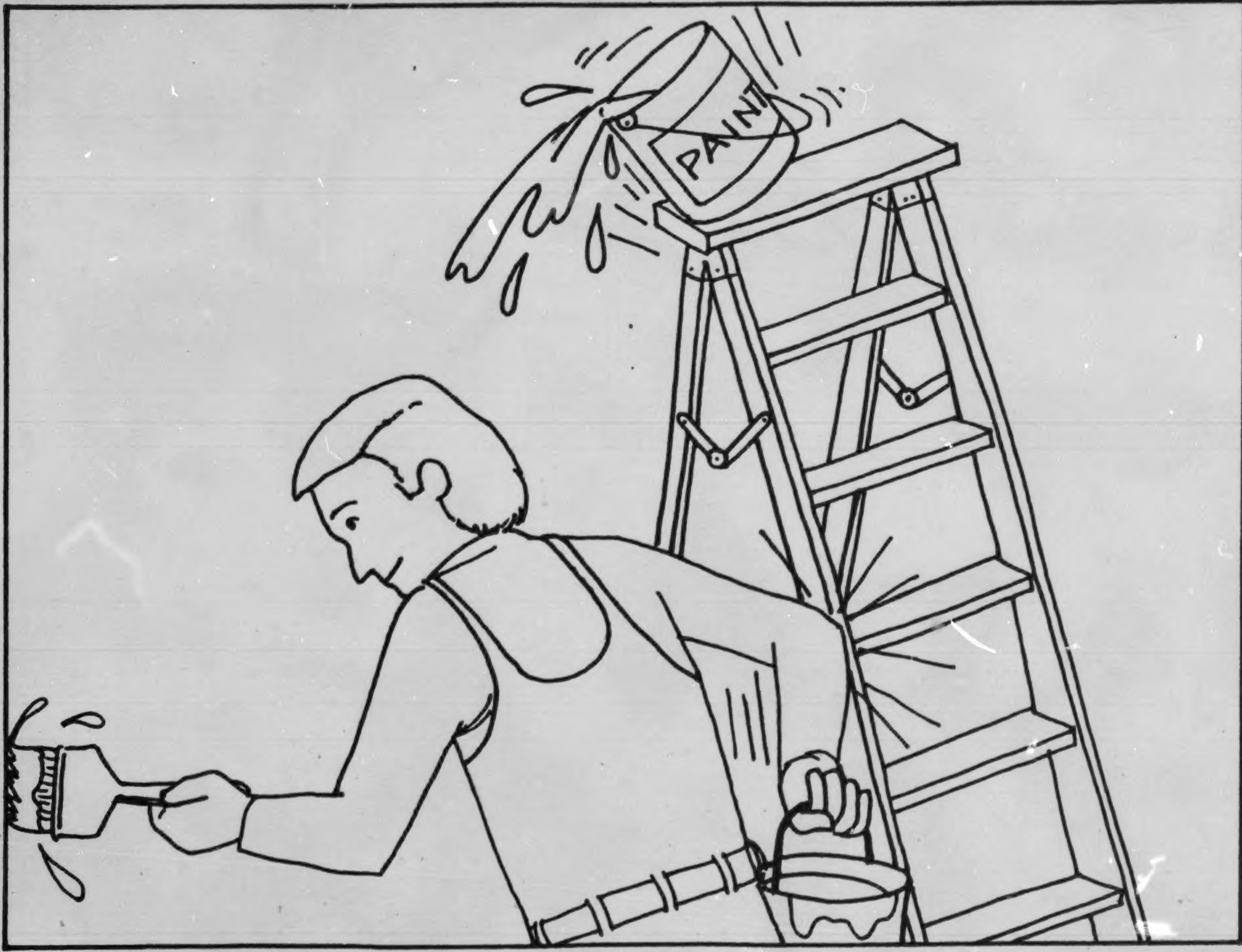
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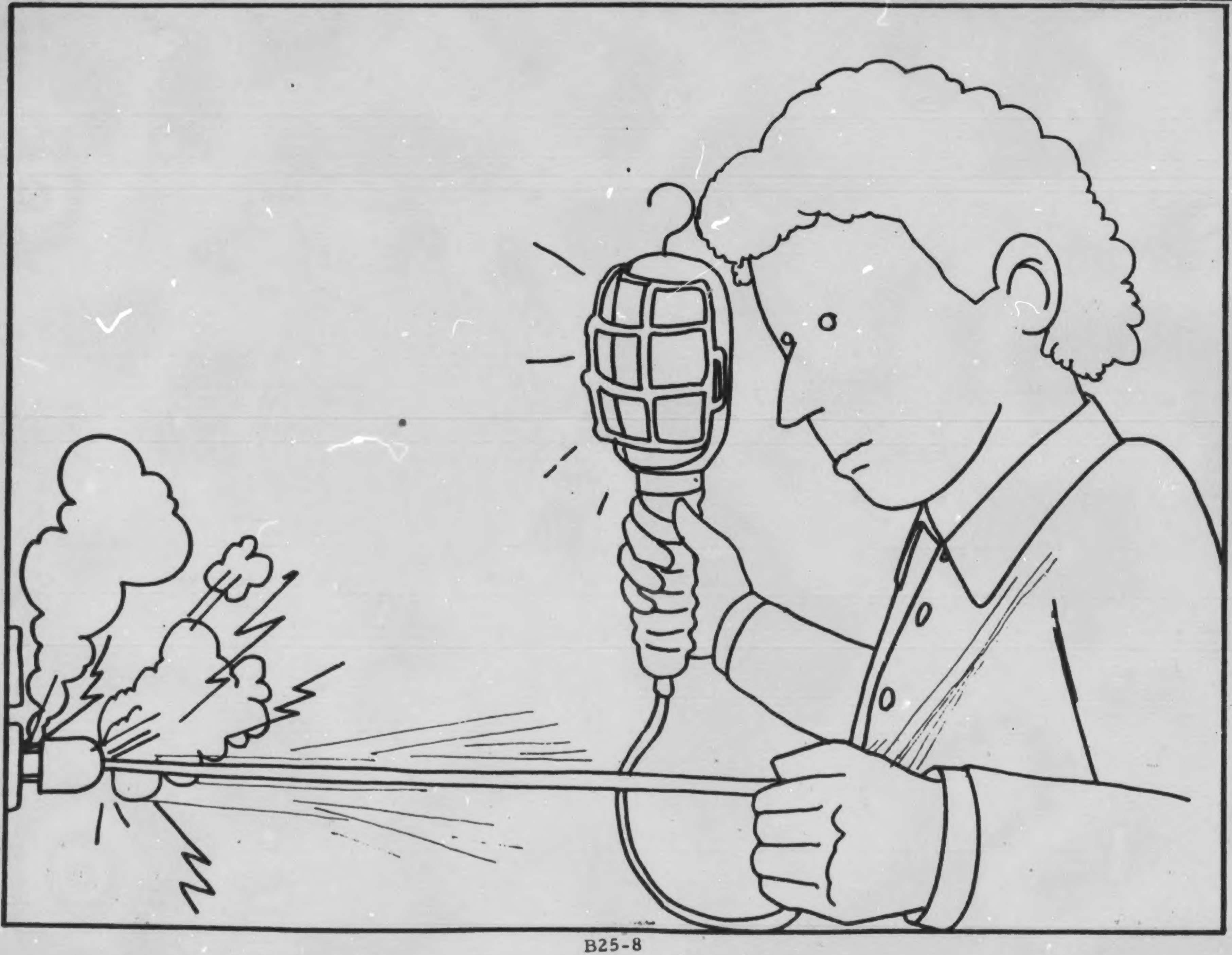

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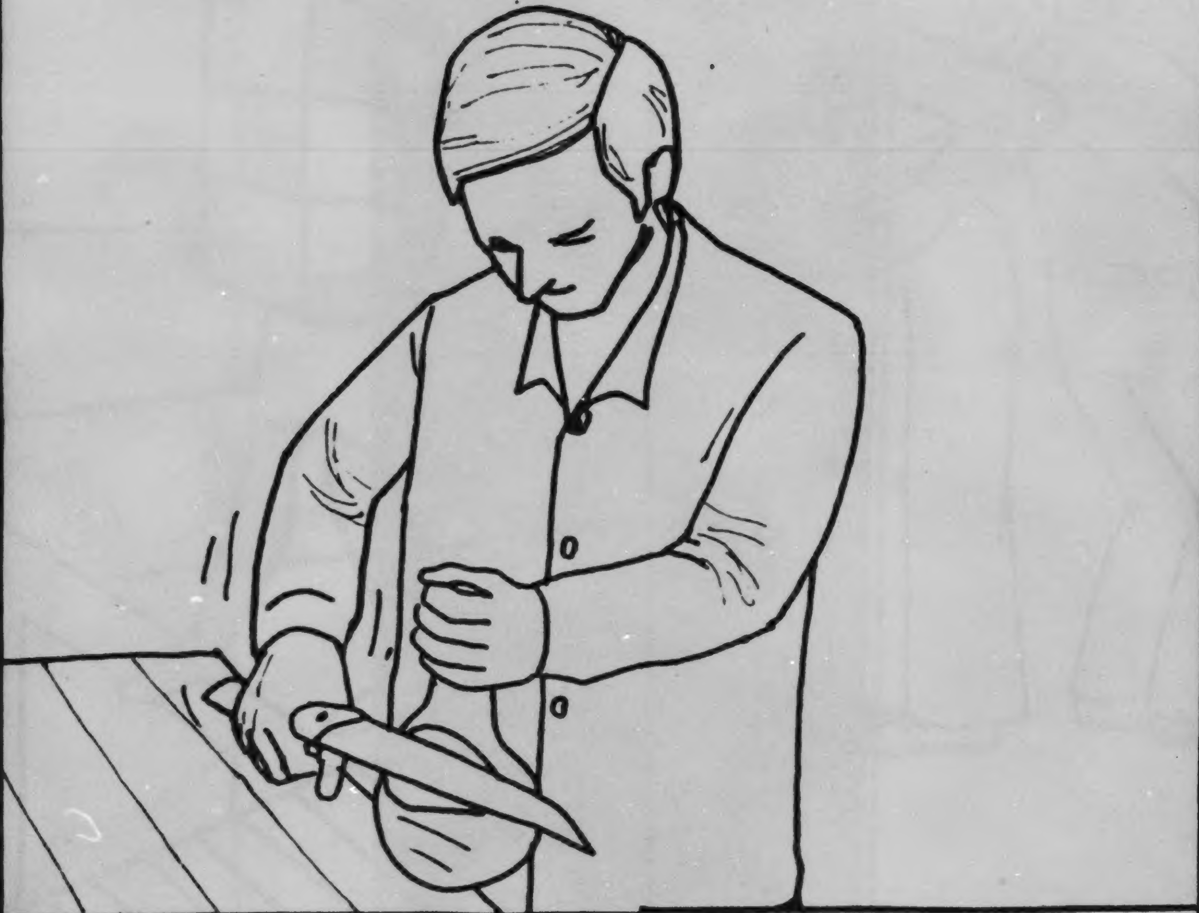

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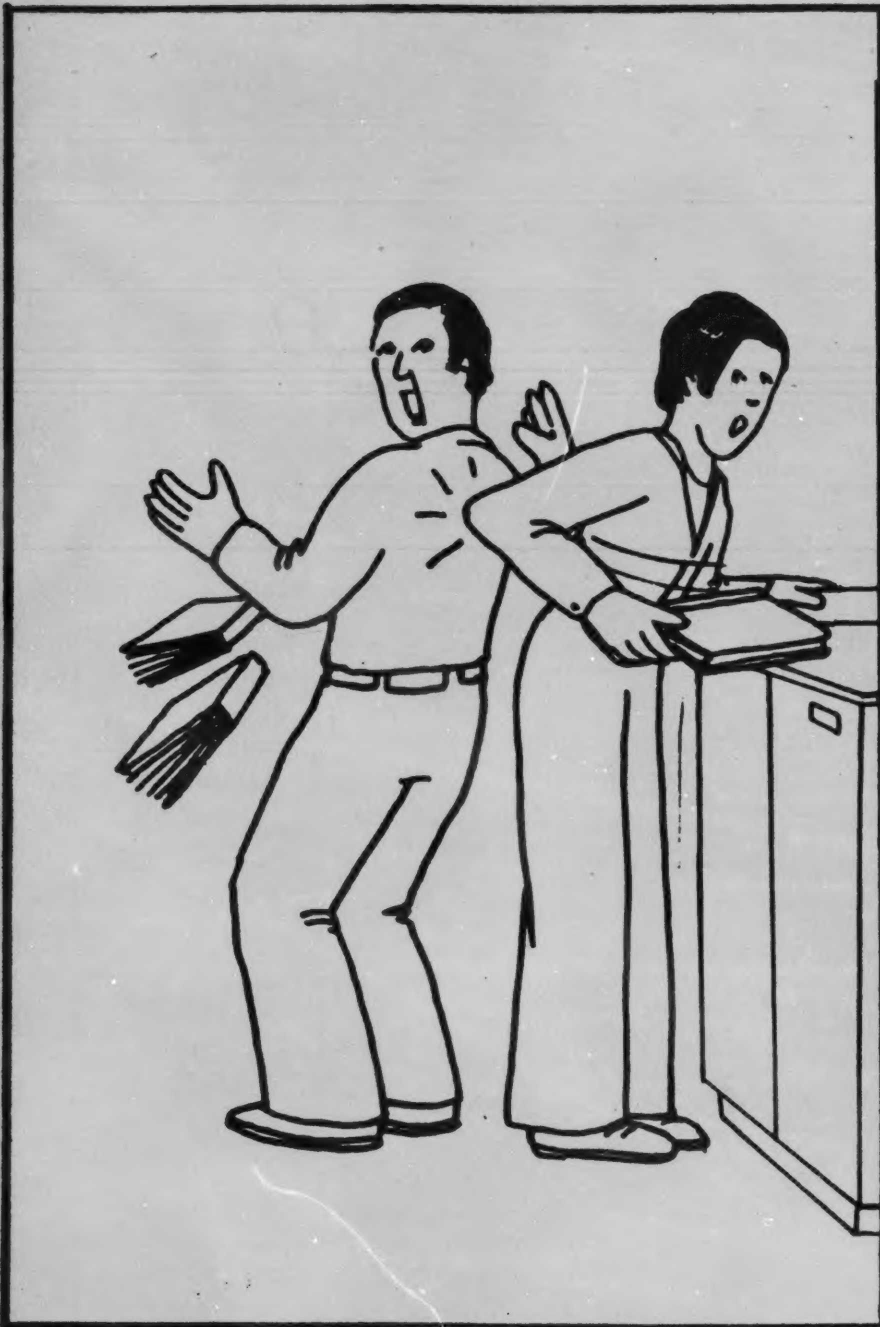

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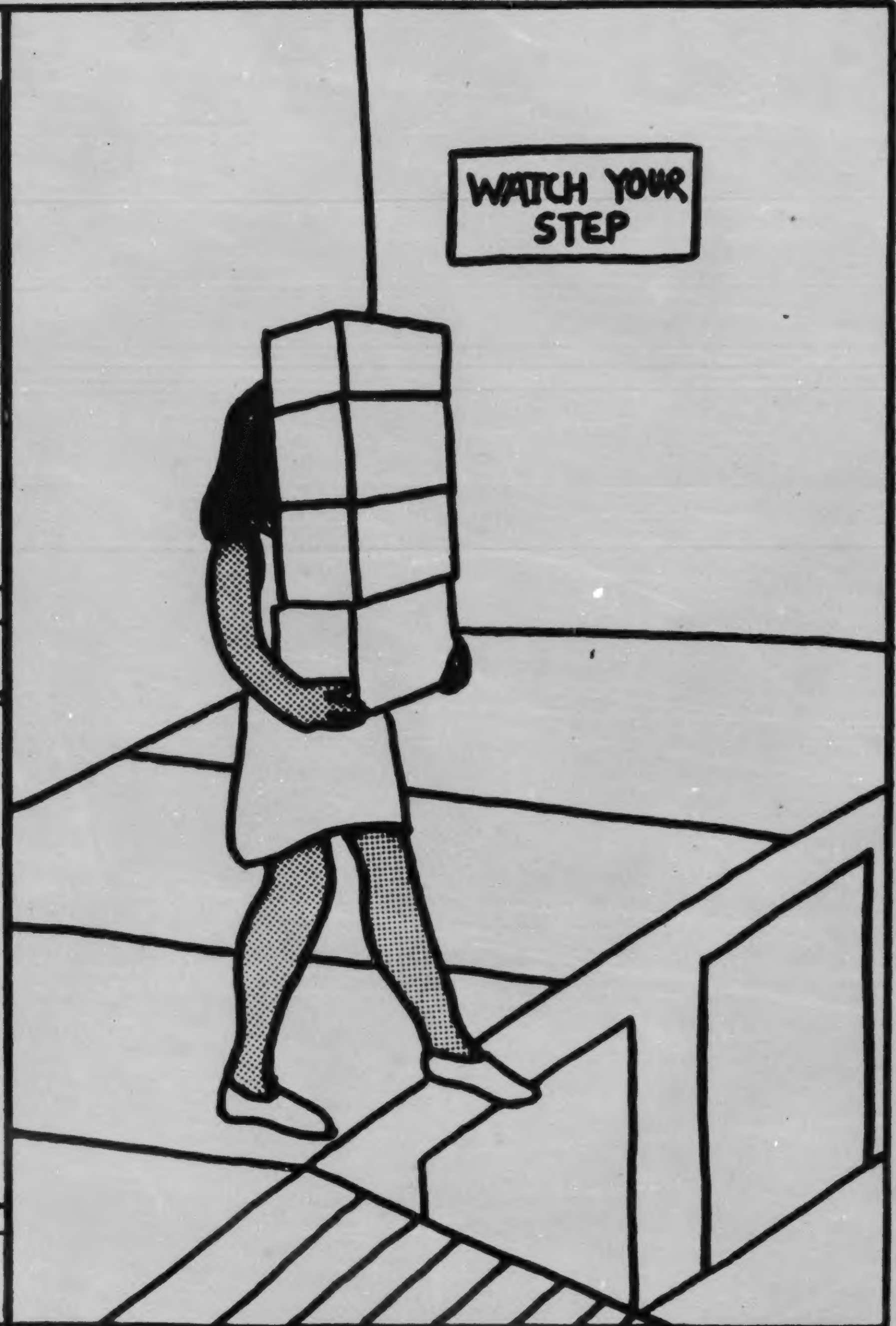
WATCH YOUR STEP

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T exhibits a picture from set #3 and draws Ss into discussion concerning the unsafe work situation and how to make it safe, yet have the work done properly. T tries to apply "working safely at all times" to other everyday situations with which Ss may be familiar in their homes, at school or at work.

T develops a game in which Ss can sort pictures of all three sets into safe and unsafe sets and verbalize or draw safe working procedures for pictures with unsafe conditions.

T elicits comments from Ss about their perceptions of safe behavior at work, school and home. T should not permit extensive descriptions of unsafe activities by Ss; if this occurs, T should stress that this is unsafe behavior and should not be tried out by the other Ss.

T checks out each S's personal perception of safe working conditions and his general performance, both in group and individual discussion, clarifying and reinforcing safety rules as necessary.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work safely at assigned tasks and also demonstrate a safety set by (2) sorting pictures into safe and unsafe groups and (3) making suggestions for safe working procedures for the pictures exhibiting unsafe conditions.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Under Pressure

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T discusses with Ss various trades in which people work under pressure: salesclerk, kitchen worker, porter, etc. T explains that, at certain times of the day, activity increases and personnel has to work under pressure, e.g., the rush at restaurants at breakfast time.

T elicits the following attitudes from Ss: (1) pressure should be handled by the worker as a common happening, as it occurs in many places of business, (2) pressure, when it occurs, should be handled without becoming flustered or angry, (3) personnel should continue to work at the fastest speed without sacrificing quality until the rush or pressure is over.

Ss discuss various situations in which they have felt pressure, how they handled it and whether the job-related attitudes would be useful.

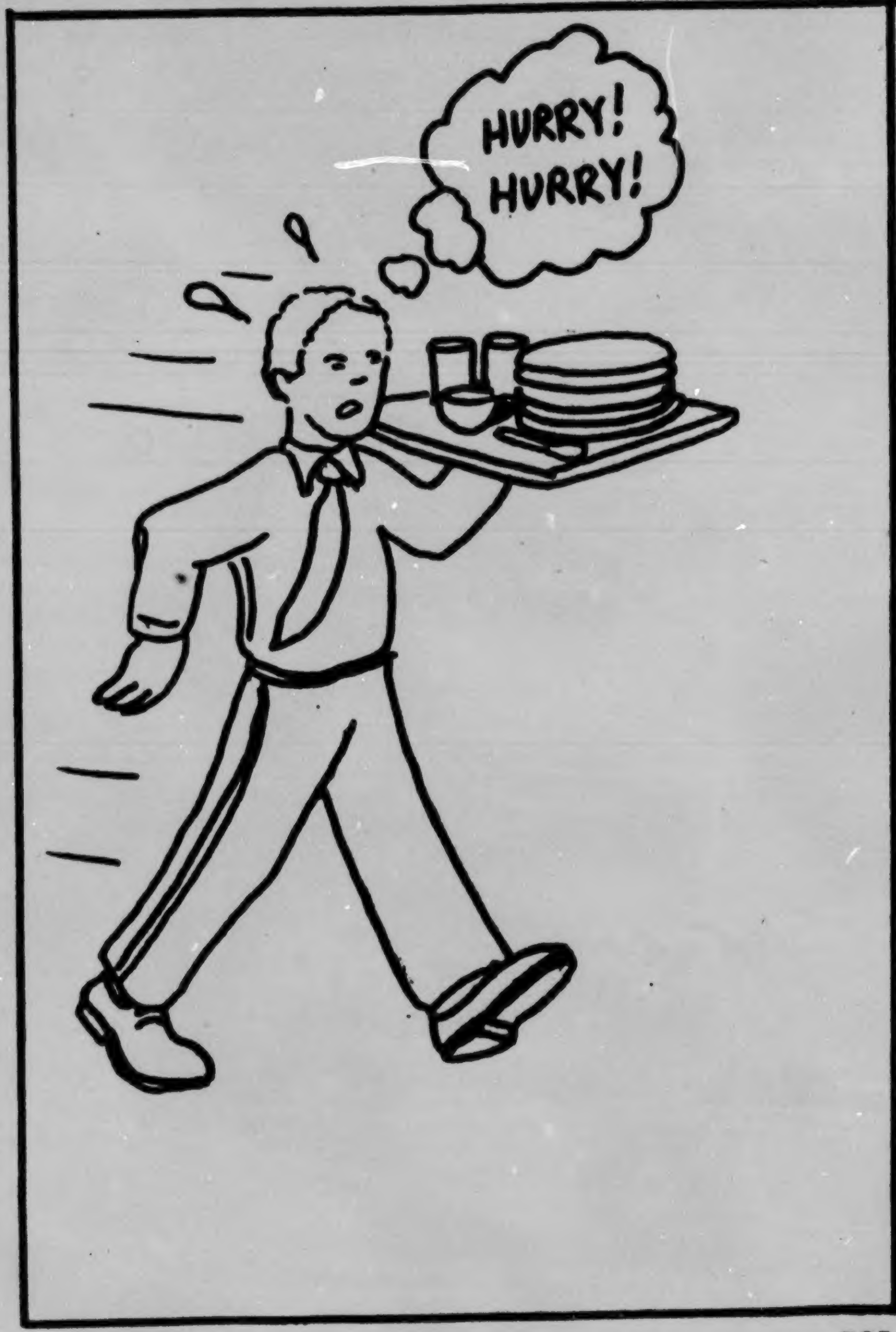
T assigns a task to each S and establishes a deadline until all Ss are working under pressure for at least one-half hour. T makes notes on all Ss in terms of instances when they do not use target behaviors.

T leads Ss in discussion about how they felt and acted when working under pressure. T verbally reinforces and clarifies Ss' perception of their behavior.

T repeats previous learning sequence, then has Ss discuss their feelings and perceptions of performing the target behaviors under pressure.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work under pressure (1) without becoming flustered or angry, and (2) at the fastest speed without sacrificing quality, until he has completed the assigned task or is instructed to stop.

Note: T will evaluate periodically whether S continues to manifest these behaviors.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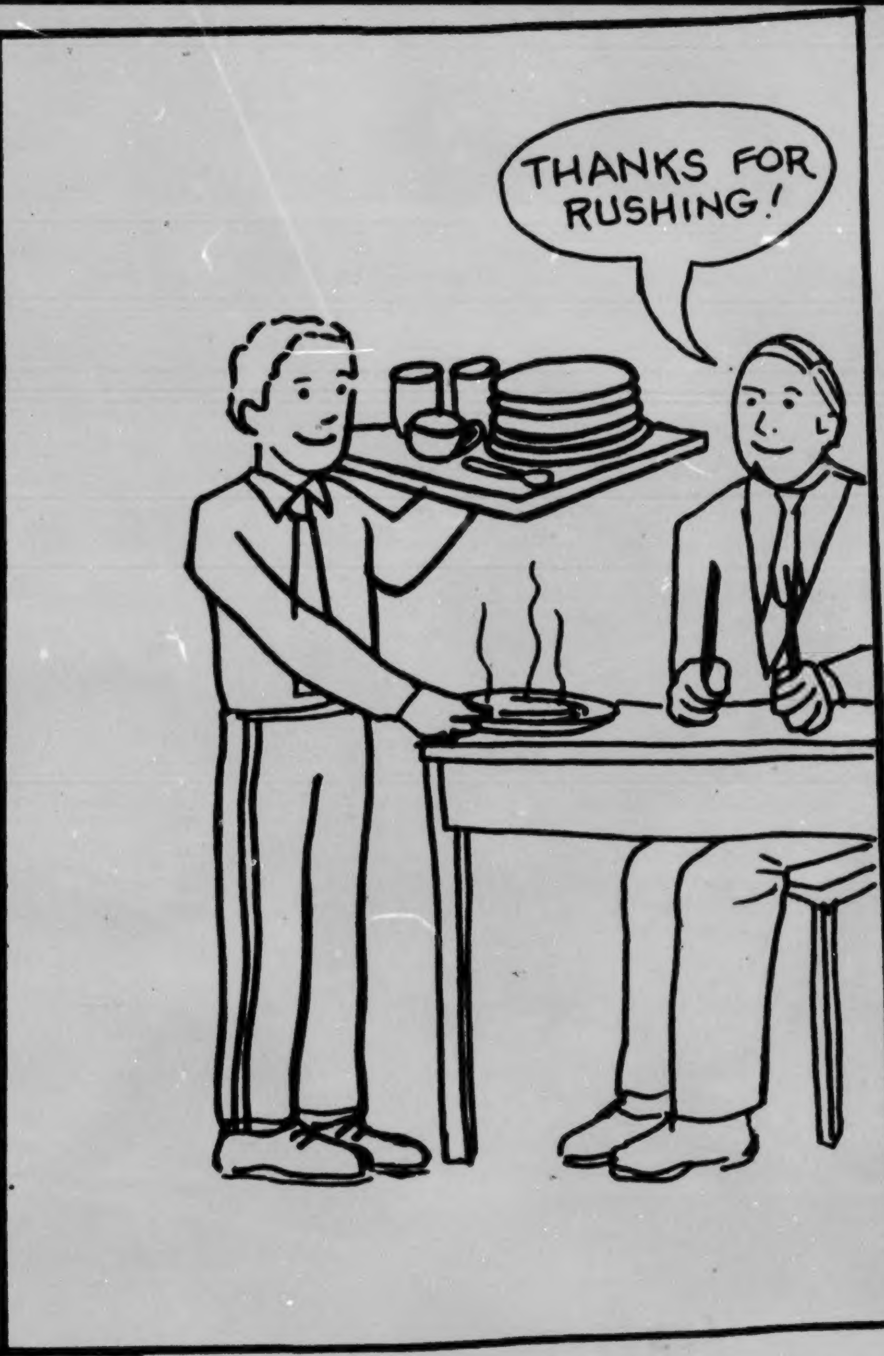
THANKS FOR RUSHING!

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SOURCES AND ADDRESSES FOR OCCUPATIONAL TRAINING MATERIALS

Abingdon Press
201 Eighth Avenue South
Nashville, TN 37202

Alaska Skill Center
Box 615
Seward, AK 99664

Aluminum Company of America
1501 Alcoa Building
Pittsburgh, PA 15219

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, NY 10022

American Institute of Laundering
Director of Education and Personnel
Joliet, IL 60434

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

American Personnel and Guidance Association
Washington, DC 20009

Arkansas Children's Colony
McRae Unit
Alexander, AR 72002

Barre Vocational Technical Center
Barre, VT 05641

California State Department of Employment
800 Capitol Mall
Sacramento, CA 95814

Careers, Inc.
P. O. Box 135
Largo, FL 33540

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

Del Mar College
Technical-Vocational Education
101 Baldwin
Corpus Christi, TX 78404

Dunbar Service Center
Johnson City, TN 37601

Eastman Kodak Company
343 State Street
Rochester, NY 14650

Follett Publishing Company
Educational Opportunities Division
1010 West Washington Boulevard
Chicago, IL 60607

Grune & Stratton, Inc.
757 Third Avenue
New York, NY 10017

Hive Publishing Company
Easton, PA 18042

Interstate Printers and Publishers
19 North Jackson Street
Danville, IL 61832

ITJ Junior College
Tupelo Center
Tupelo, MS 38801

Job Corps
See U. S. Department of Labor, Job Corps

Johns Hopkins University Press
Baltimore, MD 21218

Maryland State Department of Education
Division of Vocational Education
Special Speech Program
600 Wyndhurst Avenue
Baltimore, MD 21210

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, IL 60612

National Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60610

New Jersey State Department of Education
Vocational Education for the Handicapped
225 State Street West
Trenton, NJ 08608

Northwest Regional Educational Laboratory
700 Lindsay Building
710 Southwest Second Avenue
Portland, OR 97204

Rittner's School
345 Marlborough Street
Boston, MA 02115

Rosen, Richards, Press, Inc.
29 East 21st Street
New York, NY 10010

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Sextant Systems, Inc.
3048 North 34th Street
Milwaukee, WI 53210

South Carolina State Department of Education
908 Rutledge Building
Columbia, SC 29201

Superintendent of Schools
1820 Washington Street
Fort Benton, MT 59442

Syracuse University Press
Box 8, University Station
Syracuse, NY 13210

Teachers College Press
Columbia University
1234 Amsterdam Avenue
New York, NY 10027

Texas Education Agency
Department of Vocational and Adult Education
Division of Homemaking Education
Austin, TX 70761

Textile Distributors Association, Inc.
1040 Avenue of the Americas
New York, NY 10018

Thomas, Charles C., Publisher
301 East Lawrence Avenue
Springfield, IL 62703

U. S. Civil Service Commission
Washington, DC 20005

U. S. Department of Labor,
Bureau of Labor Statistics;
Bulletins are available from
U. S. Government Printing Office
Washington, DC 20402

U. S. Department of Labor
Job Corps, Development Division, Manpower Administration
Patrick Henry Building
601 D Street, N.W.
Washington, DC 20213

U. S. Department of Labor
Office of Manpower, Automation and Training
Washington, DC 20210

University of Toronto
College of Education, Guidance Center
1000 Yonge Street
Toronto 289, ON, Canada

University of Vermont
Votex Department
Burlington, VT 05401

University of Wisconsin
Curative Workshop of Milwaukee
Milwaukee, WI 53201

Vocational Guidance Manuals
Universal Publishing and Distributing Corporation
235 East 45th Street
New York, NY 10017

Walck, Henry Z., Inc.
19 Union Square West
New York, NY 10003

World Trade Academy Press, Inc.
50 East 42nd Street
New York, NY 10017

An Advanced Landscape Gardener's Helper

- performs the following major tasks:

  helps prune trees

  lays grass sod

  mows lawn with hand or power mower

  trims lawns

  trims building vines

- works alongside and in cooperation with other workers
- works under close supervision
- works in an environment which varies from home landscapes to large commercial or institutional facilities

TOPIC: Working in Nursery and Greenhouse Areas ADVANCED LANDSCAPE GARDENER'S HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S keeps sales and service areas in nursery and greenhouse neat, as orderliness improves working conditions, reduces hazards.

S moves potted plants in flats to designated area.

S removes plants from flats and aligns them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sales and service areas appropriately by (1) moving and (2) aligning plant containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Insecticides and Chemicals

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out differences between glass, plastic and metal containers with insecticides and chemicals.

S stresses that insecticides and chemicals must be handled carefully as plastic containers can be punctured or glass jars be broken.

S indicates dangerous situations where containers may be easily broken and contents spilled, or where fumes may be inhaled.

S unpacks insecticides and chemicals.

S does not remove caps from containers.

S puts insecticides and chemicals into safe storage area.

S discusses importance of washing exposed areas of body that came in contact with chemicals and demonstrates correct technique of washing body parts, especially eyes, that were exposed to chemicals.

S places horticultural chemicals in warm winter storage as required, because few horticultural chemicals can take freezing temperatures.

TOPIC: Working with Insecticides and Chemicals (cont.)

Safety Considerations: Wash exposed body areas that come in contact with chemicals
Avoid inhaling fumes
Do not puncture containers

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unpack and (2) store various insecticides and chemicals packaged in glass, metal and plastic containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Handling Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses merits of shrub balls and reasons for growing some plants in baskets, others in assorted containers.

S lifts balled and burlapped shrub in correct manner and places it on a truck or cart.

S lifts shrub grown in a container and places it on a truck or cart.

S lifts a plant grown in a basket onto a shelf.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) distinguish between balled and burlapped shrubs, basketed plants and shrubs grown in other containers and (2) properly lift and place each type of plant on a platform. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Care of Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S heels in a balled and burlapped shrub and waters it with garden hose without nozzle.

S points out that shrubs should be straight and be planted at a depth one-half the diameter of shrub ball.

S shovels and rakes mulch: leaves, straw, wood chips or similar materials, around balled plants to prevent evaporation of water from soil and freezing of roots.

S lines up plants in baskets and other containers, keeping them orderly, and separating different varieties.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain nursery stock in good condition by (1) heeling in, (2) mulching, and (3) lining up plants by size and variety. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Gas-Driven Heavy-Duty Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains rules and regulations for operating various heavy-duty machinery, as specified by OSHA. S states that most manufacturers supply safety rules, as does the National Safety Council.

S demonstrates normal preventive maintenance of machinery, such as gas, oil, water, battery, tires, lights, doors, and all safety devices.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) demonstrate knowledge of rules and regulations for operating heavy-duty machinery as specified by OSHA and the manufacturers, by passing The National Safety Rules test and a teacher-designed test and (2) perform normal preventive maintenance. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electric equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Pallets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S loads various types of pallets with different materials, indicating maximum weight/size of safe load and proper method of loading.

S demonstrates when, where, and how to use the various types of pallets.

S moves empty pallets by hand, indicating proper positioning for lifting with forklift and safe handling.

S moves correctly loaded pallets -- balanced loads, no overloading -- with forklift.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move various types of pallets (1) by hand and (2) with a forklift. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Trucks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket-gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on the bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Sharp Tools and Implements

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays various tools, knives, forks, cutters, etc. S uses the type of tool ordinarily found in the trade being studied.

S discusses safety considerations, drawing as much as possible upon his own experience.

S practices safety rules and procedures when working with sharp tools and implements.

Safety Considerations: Be alert, grip handle firmly, keep fingers away from blade
Keep tools sharp, generally cut away from body
Return all tools to their proper place when not in use

TOPIC: Working with Sharp Tools and Implements (cont.)

Do not leave knives or sharp items in sink or where not easily seen
Do not carry too many sharp tools at one time
If a knife or other sharp tool falls, don't try to grab it, let it fall
Use the right tool for the right job
Do not use knives as can openers or pry bars

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) handle and (2) use sharp tools and implements while performing specified tasks. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Maintaining Garden Tools

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes dried or caked soil from a shovel or from other garden tools with a damp piece of burlap.

S applies boiled linseed oil, which acts as a preservative of wood and metal, to the cleaned metal part of the tool shank, and to the wood handle of tools.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clean and (2) coat with linseed oil a variety of garden tools. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Cleaning Up and Stacking Tree Pruning Debris

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S cleans work area after trees or shrubs have been pruned.

S picks up branches and stacks them on a truck or on the ground.

S bundles branches and ties them with 1/4 in. to 1/2 in. rope.

S lifts bundles onto truck or stacks them on ground for later removal.

S cuts extra long branches with a hand pruner and lopping shears, large branches with a hand saw.

S loads debris with a shovel onto a wheelbarrow for easy movement to truck or dumping area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) stack pruning debris, (2) bundle and tie stacks, and (3) clean area. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Assisting with Grass-Sod Laying

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that a steady supply of sod must be brought to installer.

S loads wheelbarrow with sod, wheels it to worksite and unloads sod within easy reach of installer.

S saturates with water all newly installed sod, using nozzle or thumb to spray water. S avoids stepping on sod recently saturated with water.

TOPIC: Assisting with Grass-Sod Laying (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) keep an adequate supply of sod ready for installer and (2) hand-water sod just installed. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Mowing Lawns with Manually Operated Mower

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses importance of following a pattern in cutting grass. S pushes mower over a specified area. S collects grass clippings. S empties grass catcher when full. S explains safety features of manually operated mower.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) mow specified area of grass in a pattern and (2) empty grass catcher. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Mowing Lawns with Power-Driven Mower

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety features of rotary and reel mowers, taking care to demonstrate proper shut-off procedure. S stresses that grass clippings must be collected and grass catcher emptied when full. S cuts grass with power mower in a specified area, explaining the importance of following grass-cutting pattern. S empties grass catcher.

TOPIC: Mowing Lawns with Power-Driven Mower (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) operate rotary and reel mowers, (2) establish and follow a grass cutting pattern, and (3) empty grass catcher. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Trimming Lawns

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that areas which are difficult to reach with mower must be neatly trimmed with shears to maintain a good appearance.

S trims grass with long-handled, spring-guarded shears.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to trim a lawn. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Trimming Vines Growing on Buildings

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that vines must be trimmed periodically to keep them in good condition.

S demonstrates use of hedge shears and hand pruners, stressing hazards of each.

TOPIC: Trimming Vines Growing on Buildings (cont.)

S trims various vines, such as English ivy, Euonymus vine, Boston ivy.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) operate tools, (2) select proper tool for each vine, and (3) correctly trim specific vines. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of each of the following wheelbarrows: removable-sides wood wheelbarrow, contractor's wood wheelbarrow, contractor's shallow wheelbarrow, contractor's deep wheelbarrow.

S loads, but does not overload, each wheelbarrow with bricks, cement blocks, rocks, sand, or soil, etc.

S unloads materials from wheelbarrows.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify type of wheelbarrow necessary for different loads, (2) load, and (3) unload bricks, cement blocks, rocks, sand, or soil. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavily Loaded Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to move loaded wheelbarrow up and down inclines, such as curb cuts, aprons, gangways. S grips ends of wheelbarrow handles for leverage. With feet apart, S places one foot slightly ahead of body, one slightly behind. S balances weight on balls of feet, keeps knees flexed, lifts weight with knees. S leans toward load when pushing uphill, away from it with knees bent when moving downhill.

S moves wheelbarrow up and down inclines and around obstacles. S maintains control over wheelbarrow at all times and keeps feet apart when maneuvering.

S pushes wheelbarrow over rough, uneven surfaces up and down inclines, maintaining stability and proper body control.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move a heavily loaded wheelbarrow over various surfaces and around obstacles. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

With window pole, S demonstrates angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

TOPIC: Working with Long-Handled Equipment (cont.)

Safety Consideration: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Raking Flower Beds, Walks and Gravel

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses when to use an iron rake, a fan rake or wood rake.

S demonstrates proper body motion for working with different rakes.

S explains method used for raking flower beds, walks and gravel.

S selects proper tool and demonstrates debris gathering and removal required when smoothing gravel, raking leaves and loosening soil.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select proper implement and (2) rake flower beds, walks and gravel. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+) by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending the back, positioning hands correctly and using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor, to bench, to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts (cont.)

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other as needed.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles, and through doors blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart, if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly

- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in nursery and greenhouse areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

A Beginning Landscape Gardener's Helper

- performs the following major tasks:
  - cultivates flower beds
  - top dresses lawns
  - spades and prepares soil for planting
  - weeds shrub and flower beds
- works alongside and in cooperation with other workers
- works under close supervision
- works in an environment which varies from home landscapes to large commercial or institutional facilities

TOPIC: Working in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S keeps sales and service areas in nursery and greenhouse neat, as orderliness improves working conditions, reduces hazards.

S moves potted plants in flats to designated area.

S removes plants from flats and aligns them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sales and service areas appropriately by (1) moving and (2) aligning plant containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Insecticides and Chemicals

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out differences between glass, plastic and metal containers with insecticides and chemicals.

S stresses that insecticides and chemicals must be handled carefully as plastic containers can be punctured or glass jars be broken.

S indicates dangerous situations where containers may be easily broken and contents spilled, or where fumes may be inhaled.

S unpacks insecticides and chemicals.

S does not remove caps from containers.

TOPIC: Working with Insecticides and Chemicals (cont.)

S puts insecticides and chemicals into safe storage area.

S discusses importance of washing exposed areas of body that came in contact with chemicals and demonstrates correct technique of washing body parts, especially eyes, that were exposed to chemicals.

S places horticultural chemicals in warm winter storage as required, because few horticultural chemicals can take freezing temperatures.

Safety Considerations: Wash exposed body areas that came in contact with chemicals
Avoid inhaling fumes
Do not puncture containers

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unpack and (2) store various insecticides and chemicals packaged in glass, metal and plastic containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Handling Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses merits of shrub balls and reasons for growing some plants in baskets, others in assorted containers.

S lifts balled and burlapped shrub in correct manner and places it on a truck or cart.

S lifts shrub grown in a container and places it on a truck or cart.

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TOPIC: Handling Nursery Stock (cont.)

S lifts a plant grown in a basket onto a shelf.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) distinguish between balled and burlapped shrubs, basketed plants and shrubs grown in other containers and (2) lift and place each type of plant on a platform properly. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Care of Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S heels in a balled and burlapped shrub and waters it with garden hose without nozzle.

S points out that shrubs should be straight and be planted at a depth one-half the diameter of shrub ball.

S shovels and rakes mulch, such as leaves, straw, wood chips or similar materials, around balled plants to prevent evaporation of water from soil and freezing of roots.

S lines up plants in baskets and other containers, keeping them orderly, and separating different varieties.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain nursery stock in good condition by (1) heeling in, (2) mulching, and (3) lining up plants by size and variety. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Sharp Tools and Implements

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays various tools, knives, forks, cutters, etc. S uses the type of tool ordinarily found in the trade being studied.

S discusses safety considerations, drawing as much as possible upon his own experience.

S practices safety rules and procedures when working with sharp tools and implements.

Safety Considerations: Be alert, grip handle firmly, keep fingers away from blade
Keep tools sharp, generally cut away from body
Return all tools to their proper place when not in use
Do not leave knives or sharp items in sink or where not easily seen
Do not carry too many sharp tools at one time
If a knife or other sharp tool falls, don't try to grab it, let it fall
Use the right tool for the right job
Do not use knives as can openers or pry bars

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) handle and (2) use sharp tools and implements while performing specified tasks. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Care of Seedlings

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that seedlings need proper care for healthy and vigorous growth.

S waters seedlings in flats with flare- or rose-head hose, or watering can.

S sprays seedlings when dry with tank and trombone sprayer, discussing, upon request, why seedlings are sprayed.

TOPIC: Care of Seedlings (cont.)

S erects paper or burlap shade for seedlings so as to retain sufficient moisture and humidity.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to care for seedlings by properly (1) watering, (2) spraying, and (3) shading them. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Maintaining Garden Tools

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes dried or caked soil from a shovel or from other garden tools with a damp piece of burlap.

S applies boiled linseed oil, which acts as a preservative of wood and metal, to the cleaned metal part of the tool shank, and to the wood handle of tools.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clean and (2) coat with linseed oil a variety of garden tools. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Spading and Preparing Natural Soil

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that soil is turned under to prepare it for planting.

S inserts a spade or fork, lifts out a section of soil to be turned under and breaks up clods of soil with spade or fork.

TOPIC: Spading and Preparing Natural Soil (cont.)

S rakes out clods of soil with an iron rake until seed bed is smooth and well prepared for planting. S shovels debris raked out of soil into a basket.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) spade, and (2) prepare a specified area of natural soil. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Planting Flower Beds

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S plants seed by hand according to pattern of planting design to ensure pleasing arrangement of flowers.

S explains why holes are dug with long-handled bulb planter.

S digs holes with long-handled bulb planter ensuring uniform depth and width and sets previously grown plants into holes. S presses plants firmly into place.

S digs holes with trowel, places roots of plants into holes and presses plants firmly into place.

S waters plants.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to plant previously grown plants in a flower bed. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Spreading Top Soil and Peat Moss

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why top soil and peat moss must be spread over given area.

S cuts open a bale of peat moss with folding knife, making cut on top or in middle.

S dumps one or more wheelbarrows of top soil and peat moss in designated area on ground and spreads with square shovel, iron rake, or wood rake.

Safety Consideration: Handle knife carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) cut open a bale of peat moss and (2) spread top soil and peat moss over a specified area. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Weeding Flower and Seed Beds

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S pulls out weeds to improve growing conditions of plants, and general appearance of area.

S exercises care when cultivating, so as not to pull out plants rather than weeds.

TOPIC: Weeding Flower and Seed Beds (cont.)

S demonstrates how to press plants back into place if loosened accidentally.

S cultivates hard or compacted soil with either three- or four-pronged hand cultivator to inhibit weed growth.

S demonstrates how to operate scuffle hoe.

S removes up-rooted weeds and places them in basket for disposal.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) remove weeds and (2) cultivate flower and seed beds. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

With window pole, S demonstrates angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

TOPIC: Working with Long-Handled Equipment (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Raking Flower Beds, Walks and Gravel

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses when to use an iron rake, a fan rake or wood rake.

S demonstrates proper body motion for working with different rakes.

S explains method used for raking flower beds, walks and gravel.

S selects proper tool and demonstrates debris gathering and removal required when smoothing gravel, making leaves and loosening soil.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select proper implement and (2) rake flower beds, walks and gravel. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+) by sight (physical size and color code) and touch (sliding objects on bench top).

TOPIC: Identifying and Lifting Heavy Objects (cont.)

S lifts various objects from floor with appropriate body mechanics: using legs, not bending the back, positioning hands correctly, and using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor, to bench, to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of each of the following wheelbarrows: removable-sides wood wheelbarrow, contractor's wood wheelbarrow, contractor's shallow wheelbarrow, contractor's deep wheelbarrow.

S loads, but does not overload, each wheelbarrow with bricks, cement blocks, rocks, sand, or soil.

S unloads materials from wheelbarrows.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify type of wheelbarrow necessary for different loads, (2) load, and (3) unload bricks, cement blocks, rocks, sand, and soil. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavily Loaded Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to move loaded wheelbarrow up and down inclines, such as curb cuts, aprons, gangways. S grips ends of wheelbarrow handles for leverage. With feet spread apart past shoulder width, S places one foot slightly ahead of body, one slightly behind. S balances weight on balls of feet, keeps knees flexed, lifts weight with knees. S leans toward load when pushing uphill, away from it with knees bent when moving downhill.

S moves wheelbarrow up and down inclines and around obstacles. S maintains control over wheelbarrow at all times and keeps feet apart when maneuvering.

S pushes wheelbarrow over rough, uneven surfaces up and down inclines, maintaining stability and proper body control.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move a heavily loaded wheelbarrow over various surfaces and around obstacles. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other as needed.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles, and through doors blocked with cardboard boxes Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart, if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in nursery and greenhouse areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

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A Flower Cutter

- performs the following major tasks:
  - cares for cut flowers
  - selects appropriate containers
  - cuts fresh flowers
  - places flowers in storage containers
  - places storage containers with flowers in refrigerators
- is required to have fine motor dexterity
- wears usually a uniform while working
- works usually alone in cooperation with other workers
- works under close supervision
- works in an environment which is spacious, sometimes wet, and includes a refrigerated storage chamber

TOPIC: Working in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S keeps sales and service areas in nursery and greenhouse neat, as orderliness improves working conditions, reduces hazards.

S moves potted plants in flats to designated areas.

S removes plants from flats and aligns them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sales and service areas appropriately by (1) moving and (2) aligning plant containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Insecticides and Chemicals

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out differences between glass, plastic and metal containers with insecticides and chemicals.

S stresses that insecticides and chemicals must be handled carefully as plastic containers can be punctured or glass jars be broken.

S indicates dangerous situations where containers may be easily broken and contents spilled, or where fumes may be inhaled.

TOPIC: Working with Insecticides and Chemicals (cont.)

S unpacks insecticides and chemicals.

S does not remove caps from containers.

S puts insecticides and chemicals into safe storage area.

S discusses importance of washing exposed areas of body that came in contact with chemicals and demonstrates correct technique of washing body parts, especially eyes, that were exposed to chemicals.

S places horticultural chemicals in warm winter storage as required, because few horticultural chemicals can take freezing temperatures.

Safety Considerations: Wash exposed body areas that came in contact with chemicals
Avoid inhaling fumes
Do not puncture containers

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unpack and (2) store various insecticides and chemicals packaged in glass, metal and plastic containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working in Refrigerated Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates proper garments to be worn in refrigerated areas:
- Warm jacket
- Heavy trousers
- Hat

TOPIC: Working in Refrigerated Areas (cont.)

- Gloves
- Light jacket (dependent upon temperature of working area) or sweater, correct footwear

S, wearing appropriate garments, visits (or views pictures of) walk-in refrigerators, and explains the necessary safety precautions for opening or closing refrigerator doors.

S operates (or describes how to operate) door latches, both from within and without, and observes necessary precautions when walking on wet floors.

Safety Consideration: Walk carefully on slippery floors

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dress appropriately for working in refrigerated areas; (2) observe necessary safety precautions in opening and closing refrigerator doors; (3) operate refrigerator door latches from within and without, and (4) observe necessary safety precautions when walking on wet floors. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Care of Cut Flowers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S maintains cut flowers in fresh condition by:

- adding preservative to water in containers
- cutting previously trimmed stems obliquely
- placing flowers into containers, and
- storing them in refrigerator

TOPIC: Care of Cut Flowers (cont.)

S displays flowers 24 hours later to demonstrate that prescribed treatment will keep flowers in good condition.

Safety Consideration: Handle knife carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain cut flowers in fresh condition. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies preselected stock items by group characteristics, e.g., cleaning supplies, hardware, software, etc.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color; and (2) group items to make them easily accessible and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Selecting Appropriate Ceramic, Glass, Plastic and Metal Flower Containers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains different safety and cost aspects of various containers.

S stresses that careless handling can have adverse effects upon various containers: glass and ceramic may break, plastic may crack, and metal, the most sturdy, may rust if kept in damp area.

S discusses relationship between flower size and storage container's size and shape.

S places flowers of various sizes in suitable containers, pointing out how containers support and hold flowers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to choose the container most suitable for storage of different types and sizes of flowers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Sharp Tools and Implements

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays various tools, knives, forks, cutters, etc. S uses the type of tool ordinarily found in the trade being studied.

TOPIC: Working with Sharp Tools and Implements (cont.)

S discusses safety considerations, drawing as much as possible upon his own experience.

S practices safety rules and procedures when working with sharp tools and implements.

Safety Considerations: Be alert, grip handle firmly, keep fingers away from blade
Keep tools sharp, generally cut away from body
Return all tools to their proper place when not in use
Do not leave knives or sharp items in sink or where not easily seen
Do not carry too many sharp tools at one time
If a knife or other sharp tool falls, don't try to grab it, let it fall
Use the right tool for the right job
Do not use knives as can openers or pry bars

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) handle and (2) use sharp tools and implements while performing specific tasks. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Cutting Fresh Flowers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates why a knife instead of other implement is used to cut flower stems.

S reviews safety measures to be observed when using knife before cutting flowers.

S carefully cuts flower stems.

S bundles and ties together bunches of flowers and stores them in refrigerator in water of 40° F.

TOPIC: Cutting Fresh Flowers (cont.)

Safety Consideration: Be alert, grip handle firmly, keep fingers away from blade, generally cut away from body

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) cut and (2) bundle fresh flowers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt

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TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas (cont.)

- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in nursery and greenhouse areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

A Forklift Operator

- performs the following major tasks:

    unloads heavy agricultural equipment and supplies from trucks with a forklift

    loads trucks with equipment and supplies

    moves equipment in and around horticultural area

- is required to have considerable strength
- usually works alone in cooperation with other workers
- works under informal supervision
- works in an environment which is generally spacious

TOPIC: Working in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S keeps sales and service areas in nursery and greenhouse neat, as orderliness improves working conditions, reduces hazards.

S moves potted plants in flats to designated area.

S removes plants from flats and aligns them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sales and service areas appropriately by (1) moving and (2) aligning plant containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Insecticides and Chemicals

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out differences between glass, plastic and metal containers with insecticides and chemicals.

S stresses that insecticides and chemicals must be handled carefully as plastic containers can be punctured or glass jars be broken.

S indicates dangerous situations where containers may be easily broken and contents spilled, or where fumes may be inhaled.

S unpacks insecticides and chemicals.

S does not remove caps from containers.

S puts insecticides and chemicals into safe storage area.

S discusses importance of washing exposed areas of body that came in contact with chemicals and demonstrates correct technique of washing body parts, especially eyes, that were exposed to chemicals.

S places horticultural chemicals in warm winter storage as required, because few horticultural chemicals can take freezing temperatures.

Safety Considerations: Wash exposed body areas that came in contact with chemicals
Avoid inhaling fumes
Do not puncture containers

TOPIC: Working with Insecticides and Chemicals (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unpack and (2) store various insecticides and chemicals packaged in glass, metal and plastic containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Handling Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses merits of shrub balls and reasons for growing some plants in baskets, others in assorted containers.

S lifts balled and burlapped shrub in correct manner and places it on a truck or cart.

S lifts shrub grown in a container and places it on a truck or cart.

S lifts a plant grown in a basket and places it on a shelf.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to distinguish between balled and burlapped shrubs, basketed plants and shrubs grown in other containers and (2) properly lift and place each type of plant on a platform. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Gas-Driven Heavy-Duty Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains rules and regulations for operating various heavy duty machines, as specified by OSHA.

S states that most manufacturers supply safety rules, as does the National Safety Council.

S demonstrates normal preventive maintenance of machinery, such as gas, oil, water, battery, tires, lights, doors, and all safety devices.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) demonstrate knowledge of rules and regulations for operating heavy-duty machinery as specified by OSHA and the manufacturers, by passing the National Safety Rules test and a teacher-designed test and (2) perform normal preventive maintenance. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavy Objects with Gas-Driven Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies balancing point of objects of various shapes and sizes.

S determines whether load can be handled safely by machinery without hurting or damaging anyone or anything.

S places load correctly.

S determines whether to anchor load.

S, assisted by another S if necessary, moves machinery over rough, uneven, soft, slippery terrain to demonstrate different methods of handling equipment with heavy loads.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify the balancing point of heavy objects, (2) determine the safety factors involved in moving heavy objects, (3) anchor an object if necessary, and (4) move a heavy object safely over various terrains. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Trucks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket-gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on the bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Pallets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S loads various types of pallets with different materials, indicating maximum weight/size of safe load and proper method of loading.

S demonstrates when, where, and how to use the various types of pallets.

S moves empty pallets by hand, indicating proper positioning for lifting with forklift and safe handling.

S moves correctly loaded pallets -- balanced loads, no overloading -- with forklift.

TOPIC: Working with Pallets (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move various types of pallets (1) by hand and (2) with a forklift. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Operating High-Low and Forklift Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses OSHA regulations and rules necessary for safe operation of machinery.

S performs the necessary preventive maintenance check and operates the various machines.

S moves the various machines over different terrains, observing safety rules as required.

S loads and unloads various materials with different machines.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) operate, (2) load, (3) unload, and (4) maintain high-low and forklift machines. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working in Areas with Heavy Traffic

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses conditions and problems of working in areas with heavy traffic. S draws as much as possible upon his personal experiences when making suggestions on how to improve conditions.

S lays out lanes and alternate routes for worker and public, stressing the need for safe conditions for both.

S points out meaning and placement of signs, barriers and warning devices in appropriate locations.

S, with aid of other Ss if necessary, simulates difficult working conditions and performs tasks safely, properly and courteously.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work (1) safely, (2) courteously, and (3) efficiently in areas with heavy traffic. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas (cont.)

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in nursery and greenhouse areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

A Greenhouse Worker

- performs the following major tasks:
    - cares for seedlings
    - weighs chemical additives with gram scales
    - prepares artificial soil
    - sprays plants with insecticide
- wears a uniform while working
- works usually alone
- works under informal supervision
- works in an environment which is very clean and spacious

TOPIC: Working in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S keeps sales and service areas in nursery and greenhouse neat, as orderliness improves working conditions, reduces hazards.

S moves potted plants in flats to designated area.

S removes plants from flats and aligns them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sales and service areas appropriately by (1) moving and (2) aligning plant containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Maintaining Garden Tools

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes dried or caked soil from a shovel or from other garden tools with a damp piece of burlap.

S applies boiled linseed oil, which acts as a preservative of wood and metal, to the cleaned metal part of the tool shank, and to the wood handle of tools.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clean and (2) coat with linseed oil a variety of garden tools. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Insecticides and Chemicals

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out differences between glass, plastic and metal containers with insecticides and chemicals.

S stresses that insecticides and chemicals must be handled carefully as plastic containers can be punctured or glass jars be broken.

S indicates dangerous situations where containers may be easily broken and contents spilled, or where fumes may be inhaled.

S unpacks insecticides and chemicals.

S does not remove caps from containers.

S puts insecticides and chemicals into safe storage area.

S discusses importance of washing exposed areas of body that came in contact with chemicals and demonstrates correct technique of washing body parts, especially eyes, that were exposed to chemicals.

S places horticultural chemicals in warm winter storage as required, because few horticultural chemicals can take freezing temperatures.

Safety Considerations: Wash exposed body areas that came in contact with chemicals
Avoid inhaling fumes
Do not puncture containers

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unpack and (2) store various insecticides and chemicals packaged in glass, metal and plastic containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Handling Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses merits of shrub balls and reasons for growing some plants in baskets, others in assorted containers.

S lifts balled and burlapped shrub in correct manner and places it on a truck or cart.

S lifts shrub grown in a container and places it on a truck or cart.

S lifts a plant grown in a basket and places it on a shelf.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) distinguish between balled and burlapped shrubs, basketed plants and shrubs grown in other containers and (2) properly lift and place each type of plant on a platform. This objective will be met if S performs satisfactorily the above activites within a period predetermined by T.

TOPIC: Care of Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S heels in a balled and burlapped shrub and waters it with garden hose without nozzle.

S points out that shrubs should be straight and be planted at a depth one-half the diameter of shrub ball.

S shovels and rakes mulch, such as leaves, straw, wood chips or similar materials, around balled plants to prevent evaporation of water from soil and freezing of roots.

S lines up plants in baskets and other containers, keeping them orderly and separating different varieties.

TOPIC: Care of Nursery Stock (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain nursery stock in good condition by (1) heeling in, (2) mulching, and (3) lining up plants by size and variety. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Spraying Greenhouse Stock with Small Power Sprayer or Hand Sprayer

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why spray chemical must be mixed with water.

S demonstrates use of various sprayers.

S adjusts nozzle for spraying fine-leaved and coarse-leaved plants while explaining why nozzle must be adjusted.

S explains why and when spraying care must be exercised.

S sprays tops and undersides of leaves.

S, explaining why it is necessary to saturate plants with spray, sprays an area of plants to saturation.

S rinses sprayers with clean water.

Safety Consideration: Keep spray away from eyes and other exposed body areas

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) operate spraying equipment, (2) make nozzle adjustments for fine and coarse spray, (3) saturate plants with spray, and (4) rinse sprayers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Care of Seedlings

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that seedlings need proper care for healthy and vigorous growth.

S waters seedlings in flats with flare- or rose-head hose, or watering can.

S sprays seedlings when dry with tank and trombone sprayer, discussing, upon request, why seedlings are sprayed.

S erects paper or burlap shade for seedlings so as to retain sufficient moisture and humidity.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to care for seedlings by properly (1) watering, (2) spraying, and (3) shading them. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Using a Gram Scale

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out various parts of a gram scale, including platform, pointer, movable dial, adjusting screw.

S stresses that movable dial and pointer must always be on zero before objects are weighed.

S sets face and movable dial to zero. S places dry object on platform, reading actual weight as indicated by pointer.

S places container on scale, sets movable dial on pointer, thereby setting scale to zero. S pours liquid into container. S reads actual weight as indicated by pointer.

TOPIC: Using a Gram Scale (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to weigh both liquids and dry objects. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Preparing Artificial Soil

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains uses of artificial soil.

S uses an appropriate container to apportion correct quantity of peat moss, vermiculite or perlite and various types of fertilizer. S mixes the ingredients with a square shovel and adds water.

S mixes another batch of soil with same ingredients, using an electric or gasoline 1/4-bag cement mixer.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to prepare artificial soil, mixing (1) by hand and (2) by power equipment. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas GREENHOUSE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in nursery and greenhouse areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

A Nurseryman's Helper

- performs the following major tasks:
    - hand waters nursery stock
    - burlaps nursery stock
    - sets up irrigation equipment
- is required to have considerable strength
- works usually alone
- works under periodic supervision
- works in an environment which is mostly outdoors

TOPIC: Working in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S keeps sales and service areas in nursery and greenhouse neat, as orderliness improves working conditions, reduces hazards.

S moves potted plants in flats to designated area.

S removes plants from flats and aligns them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sales and service areas appropriately by (1) moving and (2) aligning plant containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Maintaining Garden Tools

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes dried or caked soil from a shovel or from other garden tools with a damp piece of burlap.

S applies boiled linseed oil, which acts as a preservative of wood and metal, to the cleaned metal part of the tool shank, and to the wood handle of tools.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clean and (2) coat with linseed oil a variety of garden tools. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out differences between glass, plastic and metal containers with insecticides and chemicals.

S stresses that insecticides and chemicals must be handled carefully as plastic containers can be punctured or glass jars be broken.

S indicates dangerous situations where containers may be easily broken and contents spilled, or where fumes may be inhaled.

S unpacks insecticides and chemicals.

S does not remove caps from containers.

S puts insecticides and chemicals into safe storage area.

S discusses importance of washing exposed areas of body that came in contact with chemicals and demonstrates correct technique of washing body parts, especially eyes, that were exposed to chemicals.

S places horticultural chemicals in warm winter storage as required, because few horticultural chemicals can take freezing temperatures.

Safety Considerations: Wash exposed body areas that came in contact with chemicals
Avoid inhaling fumes
Do not puncture containers

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unpack and (2) store various insecticides and chemicals packaged in glass, metal and plastic containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Handling Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses merits of shrub balls and reasons for growing some plants in baskets, others in assorted containers.

S lifts balled and burlapped shrub in correct manner and places it on a truck or cart.

S lifts shrub grown in a container and places it on a truck or cart.

S lifts a plant grown in a basket and places it on a shelf.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) distinguish between balled and burlapped shrubs, basketed plants and shrubs grown in other containers and (2) properly lift and place each type of plant on a platform. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Care of Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S heels in a balled and burlapped shrub and waters it with garden hose without nozzle.

S points out that shrubs should be straight and be planted at a depth one-half the diameter of shrub ball.

S shovels and rakes mulch, such as leaves, straw, wood chips or similar materials, around balled plants to prevent evaporation of water from soil and freezing of roots.

S lines up plants in baskets and other containers, keeping them orderly, and separating different varieties.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain nursery stock in good condition by (1) heeling in, (2) mulching, and (3) lining up plants by size and variety. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+) by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending the back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor, to bench, to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of each of the following wheelbarrows:

> removable-sides wood wheelbarrow, contractor's wood wheelbarrow, contractor's shallow wheelbarrow, contractor's deep wheelbarrow.

S loads but does not overload each wheelbarrow with bricks, cement blocks, rocks, sand, or soil.

S unloads materials from wheelbarrows.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify type of wheelbarrow necessary for different loads, (2) load, and (3) unload bricks, cement blocks, rocks, sand, and soil. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavily Loaded Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to move loaded wheelbarrow up and down inclines, such as curb cuts, aprons, gangways. S grips ends of wheelbarrow handles for leverage. With feet spread apart past shoulder width, S places one foot slightly ahead of body, one slightly behind. S balances weight on balls of feet, keeps knees flexed, lifts weight with knees. S leans toward load when pushing uphill, away from it with knees bent when moving downhill.

S moves wheelbarrow up and down inclines and around obstacles. S maintains control over wheelbarrow at all times and keeps feet apart when maneuvering.

TOPIC: Moving Heavily Loaded Wheelbarrows (cont.)

S pushes wheelbarrow over rough, uneven surfaces up and down inclines, maintaining stability and proper body control.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move a heavily loaded wheelbarrow over various surfaces and around obstacles. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Setting Up and Operating Irrigation Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why area is to be watered.

S sets up two or more lengths of aluminum pipe, with pulse heads on risers. S explains why plugs at end of irrigation pipe are necessary. S explains why spray must cover specific area.

S sets up garden hose with pulse head to water specific area, regulating scope of spray to size of area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to set up and operate irrigation equipment to cover a specified area. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Hand-Watering Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S waters plants with hose which has neither head nor nozzle attachment. S places thumb over hose opening to direct flow of water. S explains why thumb is held over hose opening.

S waters plants with hose having a rose or flare head. S explains why plants are watered with this hose attachment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select the proper watering technique and (2) saturate a given area or plant without loosening or washing away soil from the plant. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Burlapping Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why shrub must be burlapped.

S centers plant on a square of burlap of correct size.

S ties two opposite ends of burlap square into a tight square knot. S repeats procedure with other ends. S explains why burlap must be tied securely.

S lifts burlapped shrub by placing his hand under one of the knots. S places shrub on truck or cart.

TOPIC: Burlapping Nursery Stock (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select a burlap square of the correct size, (2) burlap the shrub, and (3) properly lift and place it on a truck or cart. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts (cont.)

- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other as needed.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles, and through doors blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart, if required.

TOPIC: Moving Heavily Loaded Dollies and Carts (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas (cont.)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in nursery and greenhouse areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

A Nursery Porter

- performs the following major tasks:

    maintains cleanliness of parking and sales area

    keeps walk and gravel areas clean by sweeping and raking

    wets down, mops and cleans floors

- works usually alone among customers and strangers
- works under periodic supervision
- works in an environment which includes a greenhouse, nursery sales area, and sales area parking lot

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TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

With window pole, S demonstrates angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

> Safety Consideration: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S divides room into four squares with chalk lines.

S uses hair broom to sweep a chalked area with pushing strokes of two or three feet, taking care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, off floor.

S dips mop into cleaning solution, wrings it out and mops in 4-6 arcs, pressing down on dirty spots.

S mops chalked area from windows or farthest point toward door.

TOPIC: Sweeping and Mopping Floors and Walks (cont.)

S steps backwards as he mops to avoid walking on cleaned area.

S uses a narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Raking Flower Beds, Walks and Gravel

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses when to use an iron rake, a fan rake or wood rake.

S demonstrates proper body motion for working with different rakes.

S explains method used for raking flower beds, walks and gravel.

S selects proper tool and demonstrates debris gathering and removal required when smoothing gravel, raking leaves and loosening soil.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select proper implement and (2) rake flower beds, walks and gravel. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Hosing Down Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why it is necessary thoroughly to sweep floors and walks with heavy-bristle broom and hose them down with strong spray.

S sweeps up stones, glass and dirt with bristle broom.

S hoses cleaned area with concentrated spray. S directs spray toward drain location, removing remaining dust off floor or walk. If there is no drain, S hoses dust away from center of floor or walk, directing spray at least six feet ahead of him to avoid being splashed.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) hose down floors and walks. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working in Refrigerated Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates proper garments to be worn in refrigerated areas:

- Warm jacket
- Heavy trousers
- Hat
- Gloves
- Light jacket (dependent upon temperature of working area) or sweater, correct footwear

S, wearing appropriate garments, visits (or views pictures of) walk-in refrigerators and explains the necessary safety precautions for opening or closing refrigerator doors.

TOPIC: Working in Refrigerated Areas (cont.)

S operates (or describes how to operate) door latches, both from within and without, and observes necessary precautions when walking on wet floors.

Safety Consideration: Walk carefully on slippery floors

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dress appropriately for working in refrigerated areas, (2) observe necessary safety precautions in opening and closing refrigerator doors, (3) operate refrigerator door latches from within and without, and (4) observe safety precautions necessary when walking on wet floors. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents, cleaning powders, window cleaners, floor cleaners, and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispenser as required before using. S points dispenser toward object.

S determines use of displayed items.

S explains that, if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Consideration: Do not leave aerosol dispenser near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly (1) to select and (2) safely clean a window, floor area and table. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Insecticides and Chemicals

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out differences between glass, plastic and metal containers with insecticides and chemicals.

S stresses that insecticides and chemicals must be handled carefully as plastic containers can be punctured or glass jars be broken.

S indicates dangerous situations where containers may be easily broken and contents spilled, or where fumes may be inhaled.

S unpacks insecticides and chemicals.

S does not remove caps from containers.

S puts insecticides and chemicals into safe storage area.

S discusses importance of washing exposed areas of body that came in contact with chemicals and demonstrates correct technique of washing body parts, especially eyes, that were exposed to chemicals.

S places horticultural chemicals in warm winter storage as required, because few horticultural chemicals can take freezing temperatures.

Safety Considerations: Wash exposed body areas that came in contact with chemicals
Avoid inhaling fumes
Do not puncture containers

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unpack and (2) store various insecticides and chemicals packaged in glass, metal and plastic containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S keeps sales and service areas in nursery and greenhouse neat, as orderliness improves working conditions, reduces hazards.

S moves potted plants in flats to designated area.

S removes plants from flats and aligns them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sales and service areas appropriately by (1) moving and (2) aligning plant containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Care of Parking Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that a parking lot must be kept clean and free of hazardous materials, such as broken glass and nails, to prevent damage to tires and to preserve a neat appearance.

S scrapes gum and similar hardened materials off tar and cement surfaces, checking for and removing nails, pins, cans, bottles, etc. S, with a group if necessary, sweeps parking lot with wide bristle broom, using short, firm strokes. S sweeps debris onto shovel and carefully deposits it in waste container. S does not sweep debris into drains to avoid clogging up drains.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain a parking area by (1) scraping gum and similar hardened materials off tar and cement surfaces, (2) checking for and removing sharp objects, (3) sweeping area, and (4) removing debris. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Care of Sales and Display Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S rakes gravel or other areas, using correct body motions.

S specifies why rake is used for this task.

S picks up debris with a square shovel and puts it in a pail or plastic bag.

S points out why he is using a shovel and pail or a plastic bag.

S sweeps a walk with a stiff bristle broom.

S discusses why he is using a broom.

S hoses down a walk with a garden hose.

S indicates why hose is effective for this task.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain a sales and display area by (1) raking gravel, (2) picking up debris, (3) sweeping walks, and (4) hosing them down. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly

TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas (cont.)

- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in nursery and greenhouse areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

JOB DESCRIPTION

A Nursery Worker

- performs the following major tasks:

  replaces stock, chemicals and plants in display and sales area

  labels and places price tags on incoming stock

  spreads wood chips, hay and other mulching material around planting and display areas

  supplies material to other workers

- wears usually a uniform while working
- works usually alone in cooperation with other workers
- works under informal supervision
- works in an environment which is mostly outdoors, often wet because of watering

TOPIC: Working in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S keeps sales and service areas in nursery and greenhouse neat, as orderliness improves working conditions, reduces hazards.

S moves potted plants in flats to designated area.

S removes plants from flats and aligns them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sales and service areas appropriately by (1) moving and (2) aligning plant containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Handling Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses merits of shrub balls and reasons for growing some plants in baskets, others in assorted containers.

S lifts balled and burlapped shrub in correct manner and places it on a truck or cart.

S lifts shrub grown in a container and places it on a truck or cart.

S lifts a plant grown in a basket and places it on a shelf.

TOPIC: Handling Nursery Stock (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) distinguish between balled and burlapped shrubs, basketed plants and shrubs grown in other containers and (2) properly lift and place each type of plant on a platform. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Insecticides and Chemicals

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out differences between glass, plastic and metal containers with insecticides and chemicals.

S stresses that insecticides and chemicals must be handled carefully as plastic containers can be punctured or glass jars be broken.

S indicates dangerous situations where containers may be easily broken and contents spilled, or where fumes may be inhaled.

S unpacks insecticides and chemicals.

S does not remove caps from containers.

S puts insecticides and chemicals into safe storage area.

S discusses importance of washing exposed areas of body that came in contact with chemicals and demonstrates correct technique of washing body parts, especially eyes, that were exposed to chemicals.

S places horticultural chemicals in warm winter storage as required, because few horticultural chemicals can take freezing temperatures.

TOPIC: Working with Insecticides and Chemicals (cont.)

Safety Considerations: Wash exposed body areas that came in contact with chemicals
Avoid inhaling fumes
Do not puncture containers

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unpack and (2) store various insecticides and chemicals packaged in glass, metal and plastic containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working in Refrigerated Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates proper garments to be worn in refrigerated areas:

- Warm jacket
- Heavy trousers
- Hat
- Gloves
- Light jacket (dependent upon temperature of working area) or sweater, correct footwear.

S, wearing appropriate garments, visits (or views pictures of) walk-in refrigerators and explains the necessary safety precautions for opening or closing refrigerator doors.

S operates (or describes how to operate) door latches, both from within and without, and observes necessary precautions when walking on wet floors.

Safety Consideration: Walk carefully on slippery floors

TOPIC: Working in Refrigerated Areas (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dress appropriately for working in refrigerated areas, (2) observe necessary safety precautions in opening and closing refrigerator doors, (3) operate refrigerator door latches from within and without, and (4) observe necessary safety precautions when walking on wet floors. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Care of Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S heels in a balled and burlapped shrub and waters it with garden hose without [illegible]zzle.

S points out that shrubs should be straight and be planted at a depth one-half the diameter of shrub ball.

S shovels and rakes mulch: leaves, straw, wood chips or similar materials around balled plants to prevent evaporation of water from soil and freezing of roots.

S lines up plants in baskets and other containers, keeping them orderly, and separating different varieties.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain nursery stock in good condition by (1) heeling in, (2) mulching, and (3) lining up plants by size and variety. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Affixing Tags and Labels

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of marking machine and stresses need to observe safety factors.

S sets print in marking machine case. S prints symbols on various types of string tags, pin tickets and gum labels.

S indicates how to tag by hand and with tagging device. S observes safety factors while inserting plastic strings into tagging device and attaching tag to garment.

S observes safety factors while demonstrating how to attach pin tickets and gum labels to garments with machine.

S indicates how to place address labels on cartons and boxes. S sorts boxes by two's and three's, affixing similar labels. S groups boxes for separate shipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine, (2) operate marking machine, (3) affix tags and labels by hand and with tagging device, and (4) attach prepared labels on groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+) by sight (physical size and color code) and touch (sliding objects on bench top).

TOPIC: Identifying and Lifting Heavy Objects (cont.)

S lifts various objects from floor with appropriate body mechanics: using legs, not bending the back, positioning hands correctly, and using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor, to bench, to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of each of the following wheelbarrows: removable-sides wood wheelbarrow, contractor's wood wheelbarrow, contractor's shallow wheelbarrow, contractor's deep wheelbarrow.

S loads, but does not overload, each wheelbarrow with bricks, cement blocks, rocks, sand, or soil.

S unloads materials from wheelbarrows.

TOPIC: Loading and Unloading Wheelbarrows (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify type of wheelbarrow necessary for different loads, (2) load, and (3) unload bricks, cement blocks, rocks, sand, and soil. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavily Loaded Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to move loaded wheelbarrow up and down inclines, such as curb cuts, aprons, gangways. S grips ends of wheelbarrow handles for leverage. With feet spread apart past shoulder width, S places one foot slightly ahead of body, one slightly behind. S balances weight on balls of feet, keeps knees flexed, lifts weight with knees. S leans toward load when pushing uphill, away from it with knees bent when moving downhill.

S moves wheelbarrow up and down inclines and around obstacles. S maintains control over wheelbarrow at all times and keeps feet apart when maneuvering.

S pushes wheelbarrow over rough, uneven surfaces up and down inclines, maintaining stability and proper body control.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move a heavily loaded wheelbarrow over various surfaces and around obstacles. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other as needed.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles, and through doors blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart, if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Maintaining Garden Tools

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes dried or caked soil from shovels or other garden tools with a damp piece of burlap.

S applies boiled linseed oil, which acts as a preservative of wood and metal, to the cleaned metal part of the tool shank and to the wood handle.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clean and (2) coat with linseed oil a variety of garden tools. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies preselected stock items by group characteristics, e.g., cleaning supplies, hardware, software, etc.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible and to retain store displays and storage areas. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in nursery and greenhouse areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

JOB DESCRIPTION

STOCK HANDLER

A Stock Handler

- performs the following major tasks:
  - handles nursery stock
  - cares for nursery stock
  - loads, moves and unloads wheelbarrows and shrub carriers
  - assists customers in carrying purchased articles to car
- is required to have considerable strength
- works usually in cooperation with other workers and customers
- works under informal supervision
- works in an environment which is mostly outdoors, sometimes wet and muddy

TOPIC: Working in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S keeps sales and service areas in nursery and greenhouse neat, as orderliness improves working conditions, reduces hazards.

S moves potted plants in flats to designated area.

S removes plants from flats and aligns them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sales and service areas appropriately by (1) moving and (2) aligning plant containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Insecticides and Chemicals

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out differences between glass, plastic and metal containers with insecticides and chemicals.

S stresses that insecticides and chemicals must be handled carefully as plastic containers can be punctured or glass jars be broken.

S indicates dangerous situations where containers may be easily broken and contents spilled, or where fumes may be inhaled.

S unpacks insecticides and chemicals.

S does not remove caps from containers.

TOPIC: Working with Insecticides and Chemicals (cont.)

S puts insecticides and chemicals into safe storage area.

S discusses importance of washing exposed areas of body that came in contact with chemicals and demonstrates correct technique of washing body parts, especially eyes, that were exposed to chemicals.

S places horticultural chemicals in warm winter storage as required, because few horticultural chemicals can take freezing temperatures.

Safety Considerations: Wash exposed body areas that came in contact with chemicals
Avoid inhaling fumes
Do not puncture containers

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unpack and (2) store various insecticides and chemicals packaged in glass, metal and plastic containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Handling Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses merits of shrub balls and reasons for growing some plants in baskets, others in assorted containers.

S lifts balled and burlapped shrub in correct manner and places it on a truck or cart.

S lifts shrub grown in a container and places it on a truck or cart.

S lifts a plant grown in a basket and places it on a shelf.

TOPIC: Handling Nursery Stock (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) distinguish between balled and burlapped shrubs, basketed plants and shrubs grown in other containers and (2) properly lift and place each type of plant on a platform. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Care of Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S wheels in a balled and burlapped shrub and waters it with garden hose without nozzle.

S points out that shrubs should be straight and be planted at a depth one-half the diameter of shrub ball.

S shovels and rakes mulch, such as leaves, straw, wood chips, or similar materials, around balled plants to prevent evaporation of water from soil and freezing of roots.

S lines up plants in baskets and other containers, keeping them orderly, and separating different varieties.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain nursery stock in good condition by (1) heeling in, (2) mulching, and (3) lining up plants by size and variety. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies preselected stock items by group characteristics, e.g., cleaning supplies, hardware, software, etc.

TOPIC: Sorting and Grouping Items to Specification (cont.)

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible and to retain store display and storage areas. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb. +) by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending the back, positioning hands correctly, and using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

TOPIC: Identifying and Lifting Heavy Objects (cont.)

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor, to bench, to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts (cont.)

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other as needed.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles, and through doors blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

TOPIC: Moving Heavily Loaded Dollies and Carts (cont.)

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart, if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Trucks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket-gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on the bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of each of the following wheelbarrows:

> removable-sides wood wheelbarrow, contractor's wood wheelbarrow, contractor's shallow wheelbarrow, contractor's deep wheelbarrow.

S loads but does not overload each wheelbarrow with bricks, cement blocks, rocks, sand, or soil.

S unloads materials from wheelbarrows.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify type of wheelbarrow necessary for different loads, (2) load, and (3) unload bricks, cement blocks, rocks, sand, and soil. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavily Loaded Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to move loaded wheelbarrow up and down inclines, such as curb cuts, aprons, gangways. S grips ends of wheelbarrow handles for leverage. With feet spread apart past shoulder width, S places one foot slightly ahead of body, one slightly behind. S balances weight on balls of feet, keeps knees flexed, lifts weight with knees. S leans toward load when pushing uphill, away from it with knees bent when moving downhill.

S moves wheelbarrow up and down inclines and around obstacles. S maintains control over wheelbarrow at all times and keeps feet apart when maneuvering.

TOPIC: Moving Heavily Loaded Wheelbarrows (cont.) STOCK HANDLER

S pushes wheelbarrow over rough, uneven surfaces up and down inclines, maintaining stability and proper body control.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move a heavily loaded wheelbarrow over various surfaces and around obstacles. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

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TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas (cont.)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in nursery and greenhouse areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

A Stock Selector

- performs the following major tasks:

  removes items from stock for shipment to retailer

  takes items out of stock to bring out to retail sales area to fill customer requests

- is required to have considerable strength
- works usually alone in cooperation with other workers
- works under informal supervision
- works in an environment which varies from cramped to spacious, in either a wholesale or retail establishment

TOPIC: Working in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S keeps sales and service areas in nursery and greenhouse neat, as orderliness improves working conditions, reduces hazards.

S moves potted plants in flats to designated area.

S removes plants from flats and aligns them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sales and service areas appropriately by (1) moving and (2) aligning plant containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Insecticides and Chemicals

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out differences between glass, plastic and metal containers with insecticides and chemicals.

S stresses that insecticides and chemicals must be handled carefully as plastic containers can be punctured or glass jars be broken.

S indicates dangerous situations where containers may be easily broken and contents spilled, or where fumes may be inhaled.

S unpacks insecticides and chemicals.

S does not remove caps from containers.

S puts insecticides and chemicals into safe storage area.

TOPIC: Working with Insecticides and Chemicals (cont.)

S discusses importance of washing exposed areas of body that came in contact with chemicals and demonstrates correct technique of washing body parts, especially eyes, that were exposed to chemicals.

S places horticultural chemicals in warm winter storage as required, because few horticultural chemicals can take freezing temperatures.

Safety Considerations: Wash exposed body areas that came in contact with chemicals
Avoid inhaling fumes
Do not puncture containers

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unpack and (2) store various insecticides and chemicals packaged in glass, metal and plastic containers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Handling Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses merits of shrub balls and reasons for growing some plants in baskets, others in assorted containers.

S lifts balled and burlapped shrub in correct manner and places it on a truck or cart.

S lifts shrub grown in a container and places it on a truck or cart.

S lifts a plant grown in a basket and places it on a shelf.

TOPIC: Handling Nursery Stock (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) distinguish between balled and burlapped shrubs, basketed plants and shrubs grown in other containers and (2) properly lift and place each type of plant on a platform. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies preselected stock items by group characteristics, e.g., cleaning supplies, hardware, software, etc.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, (2) group items to make them easily accessible and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Affixing Tags and Labels

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of marking machine and stresses need to observe safety factors.

S demonstrates how print is set in marking machine case and prints symbols on various types of string tags, pin tickets and gum labels.

S indicates how to tag by hand and with tagging device. S observes safety factors while inserting plastic strings into tagging device and attaching tag to garment.

S observes safety factors while demonstrating how to attach pin tickets and gum labels to garments with tagging device.

S indicates how to place address labels on cartons and boxes. S sorts boxes by two's and three's, affixing similar labels. S groups boxes for separate shipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine, (2) operate marking machine, (3) affix tags and labels by hand and with tagging device, and (4) attach prepared labels on groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+) by sight (physical size and color code) and touch (sliding objects on bench top).

TOPIC: Identifying and Lifting Heavy Objects (cont.)

S lifts various objects from floor with appropriate body mechanics: using legs, not bending the back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor, to bench, to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts (cont.)

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other as needed.

TOPIC: Moving Heavily Loaded Dollies and Carts (cont.)

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles, and through doors blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart, if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of each of the following wheelbarrows: removable-sides wood wheelbarrow, contractor's wood wheelbarrow, contractor's shallow wheelbarrow, contractor's deep wheelbarrow.

S loads, but does not overload, each wheelbarrow with bricks, cement blocks, rocks, sand, or soil.

S unloads materials from wheelbarrows.

TOPIC: Loading and Unloading Wheelbarrows (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify type of wheelbarrow necessary for different loads, (2) load, and (3) unload bricks, cement blocks, rocks, sand, and soil. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavily Loaded Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to move loaded wheelbarrow up and down inclines, such as curb cuts, aprons, gangways. S grips ends of wheelbarrow handles for leverage. With feet spread apart past shoulder width, S places one foot slightly ahead of body, one slightly behind. S balances weight on balls of feet, keeps knees flexed, lifts weight with knees. S leans toward load when pushing uphill, away from it with knees bent when moving downhill.

S moves wheelbarrow up and down inclines and around obstacles. S maintains control over wheelbarrow at all times and keeps feet apart when maneuvering.

S pushes wheelbarrow over rough, uneven surfaces up and down inclines, maintaining stability and proper body control.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move a heavily loaded wheelbarrow over various surfaces and around obstacles. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

TOPIC: Personal Hygiene and Proper Dress in Nursery and Greenhouse Areas (cont.)

STOCK SELECTOR

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in nursery and greenhouse areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.